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ABSTRACT

This final report on Project GIVE (Guidance in Vocations and Education) consists of a report by project staff and a third-party evaluation report. The staff report summarizes major activities undertaken to achieve the project's eight basic objectives, anticipated changes and problems, and dissemination and special activities. The evaluation report begins by stating that the project is making substantial progress in all six of its goals: (1) increase career awareness among students; (2) aid in developing students' decision-making skills regarding career choices; (3) develop senior job entry-level skills or readiness for further education; (4) expand community involvement and opportunities for outside learning experiences; (5) increase teacher knowledge of career alternatives related to academic disciplines; and (6) increase use of career education concepts in grades K-12. Three mini-studies are described on the impact that career education has had on student performance; test scores from students in grades 3, 6, and 9 are analyzed and found to show that the infusion of career-education-oriented activities has a substantial effect on student personal growth and language skills. The final section of the evaluation assesses how effectively the project has met its performance objectives for each grade through use of learning activities, such as field trips, guest speakers, classroom discussions, inservice sessions for teachers, career exploration, shadowing, and group guidance sessions. The appendixes include documentation for the evaluation and the project proposal. (ELG)

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Summary

Project GIVE's final report is made up of two main parts: a report by the staff, and a final report by our third party evaluator, New Educational Directions as summarized on pages 15-17.

Major Activities

The staff report addresses Project GIVE's eight basic objectives. Much has been accomplished concerning the objectives. We have 1) assessed the currect level and quality of career development activities in the district, 2) developed an administrative workshop that clarifies a supportive system for Career Education, 3) developed an orientation program to Career Education for each district interested, 4) developed a Career Education workshop that involved a core group of staff in a district, 5) provided continuous in-service programs, 6) developed a curriculum guide for K-12 with suggested activities, 7) provided a continous evaluation system that is process oriented, 8) aquired a commitment from other districts for their support of Career Education and Project GIVE.

Evaluation

Project GIVE contracted New Educational Directions (NED) as its third part evaluator. In the fall, Project staff met with NED staff to outline the year's evaluation plan which included mini-studies at grades 3, 6, and 9. The Career Orientation Battery (COB), a five scale instrument developed by NED, was used to evaluate the groups. Significant difference in COB results have been reported at the third and ninth grade level by NED. At the twelth grade level, it was proposed to have a voluntary group of students participate in an experimental program called Vocational Exploration Group (VEG),

leader training. Due to conflicts with the high school principal, and graduation requirements for seniors, only two students had an appropriate schedule and the motivation to complete this program. For these two students, however, it was a very valuable experience according to their personal evaluation.

Anticipated Changes and/or Problems

Although there was general support for Career Education in the district, it has not become the number one priority nor received funding for its continuation. We feel that a major factor for this has been a lact of strong administrative support. Only one administrator has actively initiated integrating Career Education concepts into the classroom. We feel that there is a emminent need for a K-12 curriculum supervisor who would develop a sequential K-12 curriculum program which would continue the curriculum development efforts that Career Education has begun.

Another problem area has been the large amount of paper work we have required our teachers to do in evaluating each activiy. It has been decided that after three years of extensive written evaluation, that evaluation through personal contact would be sufficient in the future.

Dissemination Activities

Throughout one year 40 requests have been received and responded to concerning information on Project GIVE. We have disseminated our Project summary and Profile as well as 400 copies of of K-12 Curriculum Guides across the country. See appendix C.

Special Activities

Project GIVE allows all students the opportunity to participate in all activities whithout discrimination and works at keeping staff updated on Affirmative Action Policies.

The Vocational Exploration Group is a program that has been used extensively in SAD #51. This year two senior students as well as three staff members and an English teacher were trained as group leaders. The two seniors were trained in a semester-long, experimental training program and along with other staff ran groups second semester in which all sophomores participated.

At the Junior High this spring, approximately twenty community resources were present to run half-hour career information sessions for our Career Day. It was considered by the principal as well as teachers and students to be a tremendous success and will be repeated next year.

Project GIVE has developed a spacious resource room with many resources for both students and teachers. In particular, Project GIVE has capitalized on commercially developed 30 day approval material which are systematically scheduled for our teachers' use.

For a three month period this year, Project GIVE did a time study which determined that more staff time was needed to be devoted to more in-service activities and less time to administrative duties. As a result of the study and added awareness of time spent, we increased production.

Many materials were developed by Project GIVE this year and are on file. Of most significance were forms to aid teachers, students and resource persons in field trips, speaking engagements, and shadows; materials to develop Career Education Curriculum; a 39 Unit Curriculum Guide; and our weekly newsletter.

During National Career Week we began what was to become a weekly career film festival. Our two graduate student interns contributed a great deal to the organization and operation of the project as well as working productively with the entire project throughout the year.

Project GIVE had eight basic objectives to achieve this year. This final report will address each of these objectives. In addition, the proposal had twenty behavioral objectives on which the third party evaluator has reported in appendix A.

MAJOR ACTIVITIES

There are eight major objectives for Project GIVE. Much has been accomplished to date concerning each objective.

1. To assess the current level and quality of career development activities in a district.

   All faculty and administration have been surveyed to determine:

   A. Career Education activity presently being applied.
   B. The attitude toward Career Education concepts and methods.
   C. The types of in-service desired.
   D. The leaders and innovators within M.S.A.D. #51.

   More than 48% of the staff are using Career Education in the classroom as reported in the NED survey, June, 1976.

2. To develop an administrative workshop that will clarify Career Education concepts and provide a supportive system for Career Education.

   Project GIVE offered an administrative workshop to the five local districts. The workshop was designed to deal with administrative problems related to implementating Career Education concepts into the existing curriculum, and also to develop the supportive attitude necessary for local commitment. The workshop participants included administrative representatives from each of the five districts.

   In addition to this workshop, principals from the five districts have received the local Community Resource Directory developed by Project GIVE. Proper instruction for its use was also disseminated.

   Refer to the problem area of this report for additional information on this issue.

3. To develop an orientation program to Career Education for each district interested.

   The Project staff has developed a general orientation program. This program has been utilized in small groups as well as large. It has been conducted in all five local districts, in graduate courses at the University of Maine, at national workshops including the NED institute in Orlando, Florida, A.V.A. Convention, National Elementary Guidance Conference, New England Personnel and Guidance Conference, and the National Career Education Directors meeting.

   The orientation program includes:

   A. Introduction to Project GIVE and services available.
   B. Review of Career development theories.
   C. Overview of the concepts of Career Education.

D. For appropriate groups, review of the methods utilized to implement a Career Education program.
E. Next step plans for each group.

4. To develop a Career Education Workshop that will involve a core group of staff in a district.

With a state grant (Appendix B) the Project has identified five teachers who are called Building Representatives. The Building Representatives have become part-time members of the Career Education staff. We have conducted seven group in-service meetings as well as worked individually for at least five hours with each Building Representative to help them infuse Career Education in their class as well as provide a model for the entire teaching staff.

In addition to the five Building Representatives, we would include another twenty-four (24) teachers in the core group of teachers who were actively involved in initiating Career Education in their classrooms. These teachers were constantly receptive to new ideas, evaluating resource materials, and requesting Project GIVE services.

5. To provide continuous in-service programs.

The Project conducted and coordinated twenty-one (21) in-service programs that involved over one hundred sixty-six (166) staff. The programs included orientation, curriculum writing and goal setting, administrative problem solving, Magic Circle, Special Education and Career Education, Experience Based Career Education, and dissemination. In addition, the Project believes in individual and small group in-services. With the two professional staff, teachers have been assisted in the classroom with the following:

A. Resource identification.
B. Unit implementation.
C. Field Trip coordination.
D. Guest Speaker coordination.
E. Shadow coordination.
F. Special projects.

6 and 8. To develop a curriculum guide for K-12 with suggested activities.

Project GIVE has completed their K-12 Curriculum Guide. We disseminated four hundred (400) guides to:

A. M.S.A.D. #51 staff.
B. Directors of eighty (80) U.S.O.E. projects.
C. All superintendents in Maine.
D. All administrators in the five districts.
E. Any other interested educators.

7. To provide a continuous evaluation system that is process oriented.

New Educational Directions (NED) has been contracted as a third party evaluator this year. Located in Appendix A is NED's final report of project effectiveness. Also included in Appendix A are this year's site reports, and the teacher survey results.

8. See number 6.

9. To aquire a commitment of other districts for their support of Career Education and Project GIVE.

During the last week of January and first week of February Project GIVE surveyed the teachers of M.S.A.D. #51, Yarmouth, Freeport, M.S.A.D. #15, Falmouth. Of the four hundred fifty (450) teachers, two hundred sixty-nine (269) completed the survey. Of those completing the survey, 72% checked (YES) to the question, "Are you interested in learning more about the concepts of Career Education?" Of the eight in-service programs described, 35% of the teachers responding checked (YES) for four or more in-service programs. In response to the statement, "I have implemented Career Education in my classroom" 9% responded, "to a great extent", 63% responded "moderately", and 23% responded "not at all."

Following this survey, districts have become increasingly more involved with Career Education. Some specific instances include requests by Freeport and Yarmouth for further in-service, a significant number of both teachers and administrators from each of the five schools attending our final workshop in Cumberland, and other individual teachers requesting our services.

Finally, all five districts have supported Project GIVE's continuation in its second year program. This program calls for direct involvement with a core group of teachers from local districts, via in-service programs for incremental improvement. See appendix D for Questionnaire.

PROJECT PARTICIPANTS (see Chart - pg. 4)

EVALUATION

On September 4, 1975 personnel from New Educational Directions, our third party evaluator, met with Project GIVE staff to develop an evaluation plan for the year under a grant from the State Department of Vocational Education. It was decided to do a mini-study on four grade levels during the academic year '75 - '76. Grades 3, 6, and 9 were to be utilized as control and experimental groups while the 12th grade study would deal with a voluntary group of students in an experimental program called Vocational Exploration Group, (VEG), Leader Training.

The Career Orientation Battery, (COB), a five scale instrument, was developed by New Educational Directions to assess attitude toward school, attitude toward work, knowledge of the world of work, self esteem, and understanding of of the interrelatedness of jobs.

Teachers were to record their classroom activities via the Classroom Activities Record (CAR).

Some problems existed. To begin with, the CAR was too intricate for teachers to utilize on a regular basis without some form of external motivation.

CAREER [illegible]TION PROGRAM

PARTICIPANT SUMMARY

No. of Participants* Who Are:	Race/Ethnicity (all Participants including Handicapped, Gifted and Talented, and Low Income)						Of the Total, No. Who Are:			Of the Total, No. Who Are:	
	American Indian or Alaskan Native	Asian or Pacific Islander	Black/ Negro	Caucasian/ White	Hispanic	Total	Handicapped	Gifted & Talented	Low Income	Male	Female
Students:											
Elementary (K-6)				968						489	479
Middle/Jr. High (7-9)				548						276	252
Senior High (10-12)				431						203	228
2-Year College											
4-Year College											
Adults (non-matriculated)											
Sub-total:										968	959
Educational Personnel:											
Teachers				99						38	61
Counselors				2						1	1
Administrators				12						8	4
Members of the Business/ Labor/Industry Community:				104							
Parents:				62							
Other (specify): UMPG Interns				2							
Total:				2,226							

*Participants include those directly served by the project or, in the case of most parents and persons in the business/labor/industry community, who actively assist in project implementation. "Actively assist" includes efforts such as serving as resource persons, serving on Advisory Groups, providing work experience, etc.

Although we had a sufficient number of students willing to participate in the VEG Leader Training Course, the Principal discouraged the program because of a basic disagreement in philosophy. Although the VEG program would have met the Greely High requirements for earning credit, the Principal denied this request. Therefore, because of graduation requirements for seniors, only two students had an appropriate schedule and the motivation to complete this program.

Other than the problems identified, our evaluation plans have been completed. Significant difference in COB results have been reported at the third and ninth grade level by NED in their final report.

During the month of September, 1975, the performance objectives were reviewed by Project staff, and it was determined that these objectives needed to be revised. Specifically, some of the objectives were unrealistic in talking about a level of achievement of 100% involvement of students. After consultation with Doris Shakin, U.S. Office of Career Education Project Monitor, the performance objectives were revised to involve more realistic numbers of students to be involved under each objective. New Educational Directions evaluated the project on these revised objectives. These objectives are included in Appendix C.

ANTICIPATED CHANGES AND/OR PROBLEMS

Although there was general support for Career Education in the district, it has not become the number one priority and in fact did not receive major funding for its continuation. Although all administrators have been cooperative with the Career Education staff, there has been only one instance of an administrator who has initiated implementation of Career Education concepts in the classroom. Since Career Education's major thrust is infusion into curriculum, the most natural administrative initiative should come from curriculum supervisors. Since M.S.A.D. #51 has only a K-6 supervisor, it is in obvious need of a K-12 curriculum supervisor who will guarantee that each and every child attending school in M.S.A.D. #51 will be exposed to and involved in a minimal developmental program consistent with Career Education philosophy.

It is recommended by the Career Education staff that M.S.A.D. #51 hire a K-12 Curriculum Coordinator to develop a sequential K-12 curriculum program which would continue the curriculum development efforts that Career Education has begun.

During the past three years, Project GIVE has done extensive evaluation on all activities and programs. This has resulted in a heavy amount of paper work for our teachers to the extent that teachers seem to have reached a saturation point. It has come to our attention through personal teacher contacts, through a significant decrease in the number of teachers responding to our teacher survey, that teachers have been asked to spend too much time on paper work. In the past we have required written evaluations on all field trips, mini-field trips, speakers, and shadows, some in-service evaluations, films, and the final extensive teacher questionnaire.

We feel however, that after working within this system for three years, that our

individual contact with all teachers before and after rendering a specific service is more than sufficient evaluation. Therefore, in the future, evaluation forms will be made available to those teachers who wish them, but all other evaluations will be done personally by staff. As a final project evaluation, the teacher questionnaire will be administered as usual at the end of the year.

New Educational Directions reported some problems in identifying achievement concerning objective XII.

Level	Objective XII	Activity
9	Students will be able to identify at least three (3) career resources available either in or out of school as determined by the "Guidance awareness survey sheet."	Group guidance sessions will identify career resources available in the school, community, and business world.

It has been reported by Nancy Perry, Junior High Guidance Counselor, that during the Freshmen Orientation Program freshmen become fully oriented to a minimum of three (3) career resources available either in or out of school.

DISSEMINATION ACTIVITIES

Throughout the year, forty (40) separate requests have come to Project GIVE asking for information on our Project. We have developed a form letter and materials to answer these requests. The materials include a summary of the Project proposal and a profile of Project GIVE (Appendix C).

The K-12 Career Education Curriculum Guides which we developed this year have been disseminated to M.S.A.D. #51 staff, directors of eighty (80) U.S.O.E. projects, all Maine superintendents, all administrators in the five local districts, and other interested educators. In all, four hundred (400) copies have been disseminated.

For information dissemenated through in-service programs, see section 9, #3 on orientation programs.

SPECIAL ACTIVITIES

Project GIVE allows all students the opportunity to participate in all activities without discrimination. When appropriate, students are encouraged to investigate nontraditional jobs.

The life circle, (Appendix F) developed by the California Advisory Committee, is often used with staff and students to stimulate interest in female career planning. We have also been communicating this year with M.S.A.D. #51's Affirmative Action Committee and had planned a workshop with another local district on sex stereotyping and Career Education. Unfortunately, this workshop was canceled due to inclement weather, but we plan for similar workshops next year.

One of our graduate student interns this year became involved with a weekly Group Guidance Project working with a guidance counselor in one of the other

local districts. His contribution was to include the area of life planning in this general guidance group.

The Vocational Exploration Group (VEG) is a program which has been used extensively in SAD #51. What is VEG? It is a structured and task oriented small group process that 1) teaches members career decision-making skills, 2) assists them in identifying a job or career goal(s), and 3) helps them find appropriate "next steps" necessary for them to reach their goal(s). Also, our research shows that after experiencing VEG, members have more positive feelings about themselves and their place in the world of work.

This year VEG introduced a new facet to its program, the Student Leader Program. Project GIVE trained two senior students as VEG leaders in a program that met three times a week for one semester. In addition to the two students, Project GIVE's two graduate interns, the Career Education Specialist, and a sophomore English teacher were trained as VEG leaders. These people along with the Project Director and two Greely counselors led the sophomore class VEG groups. The groups are run with five students and a leader over three days in three 45 minute periods. All sophomores participated in a VEG group either through their sophomore English class or in study hall periods.

Another special activity this year was our Career Day at the Junior High School. Approximately twenty resources, both from within the school itself and from the outside community, represented a variety of interest and career areas. Students had the opportunity to sign up for four different sessions which were offered in ½ hour blocks. It was considered by the principal as well as all of the teachers and students to be a tremendous success and will be repeated next year.

Project GIVE's three spacious offices have been utilized as a Career Resource Center for teachers and students. A well organized file system is maintained to include over 400 job categories with

continually updated job information available to students and teachers. Many other curriculum materials and career resources are available. Project GIVE has capitalized on the use of Commercial 30 day approval materials through a systematic scheduling of academic related materials of teacher and/or staff selection. These materials were used extensively throughout the year.

Our Building Representatives were very helpful in keeping teachers in each building updated on current materials available through Career Education.

For a three month period from December 75' to February 76', Project Staff did a time study. They logged their activities in five minute intervals in eight general function categories. As a result of the time study it was determined that more staff time was needed to be devoted to more in-service activities and less time to administrative duties. It was also determined that the staff was performing at an acceptable level of performance. As a result of this study and the added awareness of time spent in each category, we increased production with continued high staff moral.

Another new project this year was the use of Career Education Building Representatives. One person was selected from each of our five buildings to serve as a Career Education Building Representative and received a stipend for this service. See Appendix E for a job discription.

The following was an initial introductory note of information to teachers. "Each Building Representative will be getting around to talk with the teachers in his building to share Career Education ideas, information, and resources. Your Building Representative is your resource person to help with any questions you may have, and he will

have service information or resources for your grade level. There will be a designated Career Education Bulletin Board in each building where information and available resources will be posted. We have a lot of material on "30 day approval", so watch the availability dates.

Through this first year experience many things were learned which contributed to making the Building Representative position a success. Appendix G is a view as written by one of our Building Representatives which summarizes the Building Representativ's year.

The project has developed many materials this past year. Since most of the materials are on file in SAD #51 we will not include them in this final report. The staff developed an in-service package to help teachers write curriculum. This package included directions and an outline with goals to develop grade level units. We published a weekly newsletter that listed major activities, upcoming events, special materials available, and some hints for Career Education implementation. In order to better plan field trips, mini-field trips and shadows, forms were developed to help teachers and students prepare for and report back on their specific activity. The final product developed by the staff was a 39 unit Activity Guide that included the major activities that had been developed during the project life.

Although our project had only two professional staff we were fortunate to have two interns from the University of Maine. One intern came with eight years of teaching experience and contributed much to the project. During the year we had weekly staff meetings to deal with problem solving and project evaluation. The interns developed many skills over the year and became independent contributing members of the staff.

National Career Guidance Week was a special week at SAD #51. We

began what became a weekly film festival.

High School Thanks to the Greely Guidance Department a well planned and organized film festival was implemented at G.H.S. With cooperation from the Career Ed. Intern, the Building Representative, teachers, and students, many other students had an opportunity to explore Career alternatives. The films were scheduled during times when related classes were scheduled allowing many teachers to bring their class to a film showing.

Jr. High School With support from the administration, leg work by the Building Representative, and initiative by teachers almost every student saw at least two films at G.J.H.S. Mrs. Perry invited interested 7th and 8th graders to view a film "Why Work?" and then discussed the issue.

Elementary Ten excellent area awareness films were disseminated by Building Representatives and many elementary children had an opportunity to see them. Each student saw an average of two films during this week.

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Project Guidance in Vocations and Education

Project GIVE

Maine School Administrative District 51

S.A.D. #51

K-12 CAREER EDUCATION PROJECT

Third-party Report

1975-76 Academic Year

June, 1976

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I. GENERAL SUMMARY AND OVERVIEW

The Office of Career Education (OCE), the primary funding source for Project GIVE subscribes to the philosophy of incremental quality improvement. In a December 9, 1975, letter to New Educational Directions, Inc., (NED) Dr. Kenneth B. Hoyt, OCE Director, wrote, ". . . the concept of 'incremental quality improvement' was designed to illustrate to people that one does not begin a career education program with 'nothing' and go to 'perfection' all at once." As the following discussions of the project's performance reveals, the project appears to be making progress in virtually all areas covered by its objectives. PROJECT GIVE IS DEMONSTRATING INCREMENTAL QUALITY IMPROVEMENT.

The project's twenty performance objectives implemented by a limited staff of a director, a career education specialist, a secretary and two part-time University of Maine guidance interns in cooperation with the Maine School Administrative District 51 (S.A.D. #51) regular teaching, guidance and administrative personnel, are designed to fulfill six major goals. These goals are

1. To increase career awareness and develop an attitude of career direction among students.
2. To provide the opportunity to develop a process of decision making which enables students to make career choices.
3. To develop job entry-level skills or academic readiness for further education in our graduating seniors.
4. To expand the school to include college, community life, business world, and outside resources for learning experiences.
5. To increase teacher knowledge and awareness of career alternatives related to academic disciplines.
6. To increase use of career education concepts in the curriculum K-12.

From all of the available information, the project is making substantial progress in all six goal areas with progress being generally more impressive at the elementary level than at the secondary level but substantial at both levels.

At this point, Project GIVE is concluding its third year--its first year as an OCE incremental improvement project--of providing high quality services to S.A.D. #51's students and staff. The project is marked by capable, conscientious and imaginative leadership. Because of that leadership, a hallmark of the project has been an unusually-fine responsiveness to teacher and student requests for services. Good working relationships have been

established between the project and S.A.D. #51 staff with the elementary and junior high school principals being exceptionally supportive of the project. In an effort to increase the use of available materials, and to further a greater understanding of K-12 career education within S.A.D. #51, the project has utilized five career education building representatives. Once each month, for a total of seven times since the representatives have been selected, they have met with the project staff and were updated on the materials and services available through the project. It was intended that each of the building's representatives would become a career education apostle for his/her school. It appears that this strategy was successful in four of the five instances. In addition, the project publishes an attractive weekly newsletter, the Careergram, which keeps the S.A.D. #51 staff posted on each other's career-education-related activities.

During the 1975-76 funded year as noted throughout this report, Project GIVE's use of process and outcome assessment data for planning and reviewing services and procedures from both their own efforts and from their third-party evaluator is outstanding. The Project's twenty-one inservice programs included an administrative workshop, a K-12 orientation program and has involved a core group from S.A.D. #51 and personnel from neighboring school districts. As a direct result of their ongoing inservice program they have developed, published, and distributed a K-12 curriculum guide. Finally, the project has provided orientation to career education for districts in the area which as fostered an interest on the part of those districts in initiating career education activities.

Project GIVE advocates an infusion approach to career education. The more completely the infusion approach is adopted, the less visable career education becomes as a separate entity. On the basis of teacher responses to common items on a teacher questionnaire administered in 1974, 1975, and 1976, it appears that S.A.D. #51 teachers in increasing numbers each year are subscribing to the philosophy of infusing career education concepts into their ongoing instructional programs. The project also continues to supply quantities of career-education-oriented materials such as filmstrips, films, videotapes, printed matter, etc., which are used by students and teachers in the S.A.D. #51 libraries, classrooms, and project office.

High-quality relationships have been established between the greater Portland business, industry, and labor communities including the Chamber of Commerce and the Maine Employment Security Commission. Furthermore, mutually beneficial and reciprocal associations have been established between the project and other educational groups such as the State Department of Educational and Cultural Services, the University of Maine, the Portland Regional Vocational Technical Center, and other career education efforts throughout the region. The project has provided a worthwhile learning experience during the 1975-76 academic year for two graduate interns from the University of Maine. As noted above, the project also has supplied orientation and limited services to four other school districts in the area. This has resulted in the project receiving commitments from these four school districts and the project's refunding proposal for the 1976-77 operational year is for a regional project which utilizes S.A.D. #51 as a demonstration site.

The OCE has indicated a need for evidence concerning the impact career education programs have had on student performance. Although the assessment of student outcomes per se was not required by the project's objectives as stated in the funding proposal, the project did respond to OCE's expressed need by completing mini-studies at grade levels 3, 6, and 9. Significant impact on student performance by the infusion of career education concepts and activities into an instructional program can be inferred from each of these studies.

PROJECT GIVE HAS MADE ADMIRABLE PROGRESS TOWARD ACCOMPLISHING ITS GOALS AND OBJECTIVES -- AND MORE!

II. STUDENT OUTCOME MINI-STUDIES

The three mini-studies described in this section are not intended to be definitive studies yielding conclusive results. They represent the honest attempt of the project to respond to the OCE's call for student outcome data within the constraints of an exceedingly limited budget. The project's plans for the future, however, do include provisions for a much more comprehensive and rigorous assessment of student outcome objectives. The project's experiences with this series of mini-studies provided valuable background for the planning of those future assessments. Indeed, baseline data on the Careers Orientation Battery (COB) has been obtained for a sampling of this year's sixth-grade students in S.A.D. #51 and in the Freeport School District for use during the 1976-77 operational year.

A. Grade Three Mini-Study

A third-grade teacher at S.A.D. #51's Cumberland School participated in a two-week summer, 1973 career education workshop provided by the project. Since that time she has participated in an additional twelve hours of formal inservice sessions directed at Curriculum development with a career education orientation and at developing strategies for affective education. It is estimated that this teacher also has had approximately fifteen consulting contacts with the project during the past three years. As a result of her personal interest and the project-provided experiences, this teacher has developed a highly-individualized, affectively-oriented classroom instructional program.

Also at Cumberland Elementary School is a third-grade teacher who has elected not to become involved in S.A.D. #51's career education activities. The instructional program in this classroom is a traditional subject-matter-oriented one.

S.A.D. #51 does not use a tracking system for placing students into a given classroom. Therefore, it is assumed that the students in the two third-grade classrooms at Cumberland Elementary School represent comparable groups in the areas of general ability and general achievement.

Both third-grade teachers administered the NED-developed Careers Orientation Battery (COB), Form 24, during May 1976. The COB, Form 24, consists of five career-education-oriented scales as described below.

Part	Scale Name	No. of Items	Career Education Objective
I	Technology	24	The student will understand the interrelatedness of various jobs.
IIa	Self Esteem	21	The student will develop a positive attitude toward him/herself.
IIb	Attitudes toward School	19	School activities will be perceived as satisfying and relevant to a student's personal needs.
III	Attitudes toward Work	17	The student will develop desirable work attitudes.
IV	World of Work	31	Students will be aware of the requirements for and nature of various jobs.

The results of these COB administrations for both classes are summarized as Table I.

TABLE I

Summary of May 1976 COB Administration
Grade 3 Career Education-Experimental (N = 21)
and Non-Career Education-Comparison (N = 22) Classes
at Cumberland Elementary School

COB Scale	Mean	Standard Deviation	Difference of means	t[1]	Significance
I.					
Experimental	11.10	2.77		-5.55	NS[2]
Comparison	16.05	3.30	-4.95		
IIa.					
Experimental	16.29	1.98		2.78	$p<.005$
Comparison	14.18	3.05	2.11		
IIb.					
Experimental	15.67	1.98		.74	NS
Comparison	15.14	2.66	.53		
III.					
Experimental	12.81	1.18		1.24	NS
Comparison	12.23	1.82	.58		
IV.					
Experimental	18.00	2.79		1.93	$p<.05$
Comparison	16.09	3.70	1.91		

[1] one-tailed; df=41

[2] The t value of -5.55 would be significant at the .001 level if a two-tailed test were used. Since the experimental hypothesis is that the experimental group mean is greater than the comparison group mean, the null hypothesis of no difference is accepted.

Differences between the mean scores of the career-education-oriented group (experimental) and the traditional third-grade group (comparison) on each of the COB scales were subjected to a t-test for independent groups. Only students for whom there were a complete set of COB scores were included in the analysis. No differences were found between the two groups on the Technology, Attitudes toward School, and Attitudes toward Work scales. Differences between the groups were found to be statistically significant at the .005 level of confidence for the Self Esteem scale and at the .05 level of confidence for the World of Work scale. These results, therefore, indicate that the teacher's infusion of career-education-oriented activities into her instructional program does result in significant measured growth for her students in developing positive attitudes toward themselves and in the students' awareness of the requirements for and the nature of various jobs.

B. Grade Six Mini-Study

During the 1973-74 academic year, a sixth-grade teacher at the Mable I. Wilson Elementary School initially became involved with Project GIVE. This classroom teacher experienced sixty hours of formal inservice training plus fifty hours of consultation with the Project staff during this initial year. As a result of this instruction and consultation, he began to orient his classroom instruction toward career education utilizing a curriculum infusion approach with a heavy emphasis on "hands-on" activities. In the 1974-75 school year his involvement in the career education movement increased further and the students in his class experienced a highly-developed, career-education-oriented approach to instruction throughout the year, including research on career clusters of their choice which required a great deal of independent reading often in materials with more than a "sixth-grade reading level." This brief account is based on an analysis to indicate whether this teacher's teaching effectiveness improved after his adoption of a career-education-oriented approach in the classroom as reflected in the academic growth of students during a school year. To obtain an indication of the career education impact on student academic performance, a "pre-career-education class" (1972-73) was compared to a "career education class" (1973-74) for the same teacher.

The Science Research Associates' (SRA) Primary Mental Abilities Test is administered to all sixth-grade students in S.A.D. #51 each September. The total score, used in this study, is a deviation IQ with a mean of 102 and a standard deviation of 16.2.

The SRA Achievement Series, Form F, is administered to all sixth- and seventh-grade students in S.A.D. #51 each September. Scores on the total reading, total mathematics, and use of information sources scales were examined. Scores are expressed as "growth scale" scores, which are normalized standard scores. The growth scale is unique in that increments of growth remain equal over the entire scale spanning grades 2 to 12. The growth scale is therefore an interval scale, permitting the use of parametric statistical techniques.

Changes in growth scores on each of the three scales between the sixth-grade testing and the seventh-grade testing were computed for each student in the 1972-73 and 1973-74 classes. Several students in each group were eliminated on the basis of erratic and presumably unreliable scores as evidenced by dramatically lower scores at the second administration. Those students with incomplete scores were also eliminated. At this point, the mean ability score of the experimental group was 8 points higher than that of the comparison group, making comparisons in the achievement of these two groups inappropriate by introducing a bias in favor of the career education group. Several more students were therefore eliminated from the larger comparison group so that the mean ability scores of each group were approximately equivalent (108.69 and 109.04). Achievement scores were not referred to during this procedure.

Difference scores, computed as a student's seventh-grade growth score minus his/her sixty-grade growth score, were of interest. Mean difference scores were computed for each group on each scale.

TABLE II

Mean Difference Scores in Achievement
(Growth score from 7th grade minus growth score from 6th grade)

Group	N	Reading	Mathematics	Sources
Comparison (1972-73)	24	17.62	39.83	32.54
Career Ed (1973-74)	23	33.56	37.26	33.39

Differences between the groups on the mathematics and sources scales were judged to be of no significance either from a statistical or a practical point of view. The difference between the two groups in reading achievement was subjected to a *t*-test for independent groups. The greater achievement of the career education groups is significant at the .025 confidence level (t=2.03, df=45, one tailed).

The same data was analyzed through the one-way analysis of covariance, where sixth-grade scores were the covariate and the seventh-grade scores the dependent variable. The same results were obtained without the use of often-criticized difference scores.

These results, therefore, indicate that the teacher's adoption of career education activities in the curriculum appears to have affected his students' growth in measured reading achievement during the year they spent with him.

C. Grade Nine Mini-Study

A ninth-grade English teacher from Greely High School in S.A.D. #51 has embraced the career education concept since she was first introduced to it during a project-sponsored two-week workshop during the summer of 1973. Since that initial exposure this teacher has attended more than an additional thirty hours in formal project inservice sessions and received approximately twenty hours of training during the 1975-76 academic year. In addition this teacher has had approximately eighteen consulting contacts with the Project GIVE staff during the current school year.

In one of her ninth-grade English classes for the current year this teacher infused career education concepts into every facet of her instructional program without otherwise changing her content area objectives. Also, each Friday the classroom program included a "job talk" related to an academic area.

The original design of this mini-study called for the use of another one of this teacher's ninth-grade English classes in which she studiously avoided using the career-education-oriented infusion model as the comparison group. However, from her work with the experimental group, there were so many materials, games, bulletin boards, etc., available in the classroom that it was judged inappropriate to use any of her classes as a comparison group. Therefore, a ninth-grade English class which was deemed as comparable to the experimental group on all major variables such as achievement and ability levels but which had not been exposed to career-education-oriented teaching in the neighboring community of Freeport provided the comparison group. The socio-economic characteristics of both communities are virtually identical and the ninth-grade English curriculum of both high schools is comparable.

The NED-developed Careers Orientation Battery (COB), Form 912, was administered to both the experimental and comparison classes in May 1976. The COB, Form 912, consists of nine career-education-oriented scales as described below.

Part	Scale Name	Items	Career Education Objectives
I	Technology	20	Students will understand the relationships among technology, sociological change, and the world of work.
IIa	Self Esteem	12	The student will develop a positive attitude toward him/herself.
IIb	Attitude toward School	12	School activities will be perceived as satisfying and relevant to a student's personal needs.
III	Attitudes toward Work	30	Students will develop desirable work attitudes.
IV	Decision-making Skills	16	Students will develop career decision-making skills.
V	Job Requirements	62	Students will be aware of the abilities, interests, values, personality traits, and education required for various occupations.
VI	Nature of Jobs	26	Students will be aware of the reasons for various methods and amounts of payment and of the relative income and working conditions of workers in various jobs.
VII	Work Behavior	6	Students will recognize appropriate and inappropriate behavior in work situations.
VIII	Job-seeking Skills	21	Students will develop job-seeking skills.

Differences between the mean scores of the career-education-oriented English class (experimental) and the non-career-education-oriented English class on each of the nine COB scales were subjected to a t-test for independent groups. Only students for whom there were a complete set of COB scores were included in the analysis. The results of these analyses are summarized as Table III.

No significant differences were found between the two groups on the Self Esteem, Attitudes toward Work, Work Behavior, and Job-Seeking Skills scales. Differences between the groups were found to be statistically significant at the .05 level of confidence for the Technology, Attitude toward Work, and Nature of Jobs scales. Statistically significant differences between the groups were also found for the Decision-making skills scale at the .005 level of confidence and for the Job Requirements scale at the .1 level of confidence.

TABLE III

Summary of May 1976 COB Administration
Grade 9 Career Education English Class-Experimental
(N=18) at Greely High School and Non-Career
Education English Class-Comparison (N=20) at Freeport High School

COB Scale	Mean	Standard Deviation	Difference of Means	t*	Significant
I.					
Experimental	13.00	2.28		1.79	$p<.05$
Comparison	11.50	2.86	1.50		
IIa.					
Experimental	8.06	1.92		.72	NS
Comparison	7.60	1.98	.46		
IIb.					
Experimental	8.11	2.30		1.76	$p<.05$
Comparison	6.70	2.64	1.41		
III.					
Experimental	19.83	5.06		.99	NS
Comparison	18.25	4.74	1.58		
IV.					
Experimental	10.22	2.24		3.06	$p<.005$
Comparison	8.40	2.37	1.82		
V.					
Experimental	32.83	7.83		1.40	$p<.1$
Comparison	29.75	5.40	3.08		
VI.					
Experimental	14.89	2.70		1.75	$p<.05$
Comparison	13.45	2.32	1.44		
VII.					
Experimental	2.39	1.72		.26	NS
Comparison	2.25	1.55	.14		
VIII.					
Experimental	10.50	2.33		-1.29	NS
Comparison	11.50	2.46	-1.00		

*One-tailed, df=36

These results, therefore, indicate that the teacher's infusion of career-education-oriented activities into her English instruction does result in significant growth for her students in understanding the impact of technology on their lives and in their awareness of the nature and requirements of jobs. The students who have participated in the English class with the career education emphasis also view school as more satisfying and relevant to their personal needs and possess better decision-making skills than students in the comparison group.

* * * * * * * * * * *

It is interesting to note that in the grade 3 and grade 9 mini-studies, the COB scales on which significant differences were found represent areas emphasized for their respective levels by the project's model. For example, the model's emphasis at the third-grade level is on developing career and self awareness and the COB scales where significant growth occurred are Self Esteem and the World of Work. The project's model is reproduced below.(Table#3)

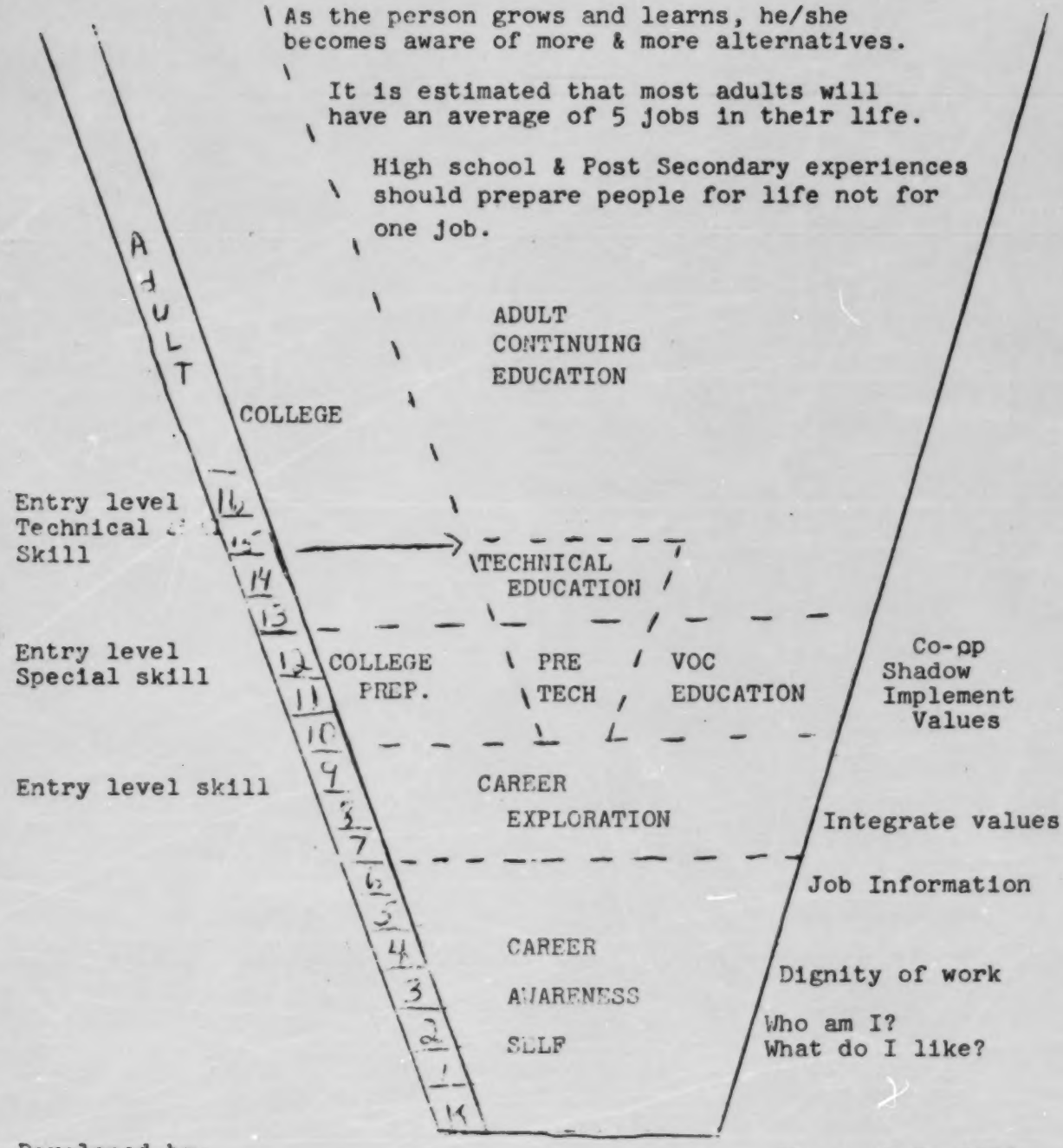
III. PROJECT GIVE'S TWENTY PERFORMANCE OBJECTIVES AND RELATED ACTIVITIES BY GRADE LEVEL.

During the period July 1, 1975, through June 15, 1976, NED staff have spent a total of 7 person days working with the project staff at the project site and an additional 101.48 professional hours off-site for materials development and report writing including site visit reports (Attachment B) to provide the project staff with immediate feedback.

The major data sources for the discussion of the project's twenty performance objectives which follows are the project's, Guidance Department's and Elementary Coordinator's records; the Elementary Teachers' Questionnaire and the Junior and Senior High School Teachers' Questionnaire (Attachment A); and NED's observations and discussions with S.A.D. #51 staff during site visits (Attachment B). During the 1973-74 and the 1974-75 operational years, NED staff also conducted extensive interviews with S.A.D. #51 staff. The interviews were not scheduled during the 1975-76 year because of budget limitations and because the data from the interviews tended to duplicate the information obtained from the teacher questionnaires.

NED and the project staff working together did develop two additional instruments to obtain data for the assessment of the project's specific

Table #3



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objectives. These two instruments are the "Classroom Activities Record" (CAR-- Attachment E) and a Student Survey Form (Attachment C). The CAR was designed to provide teachers with a simple system for logging career-education-activities in their classrooms. As is frequently true, S.A.D. #51's teachers were not enamored with the idea of maintaining a log. Therefore, through mutual agreement, the project director and the NED representative decided to obtain an indication of classroom activities through teacher questionnaires. The administration of the Student Survey Forms was delayed until the final weeks of school. The project director decided that to administer the forms at that time would yield invalid results and engender hostility toward the project.

The following discussion of the project's specific objectives tends to focus on the quantity of the experiences and services provided. Therefore, it must be entered into the record at this point that the QUALITY of the PROJECT'S SERVICES IS CONSISTENTLY HIGH. For example, a project-sponsored field trip involves preparation and follow-up including evaluation of the experience by both the sponsor and the participants. Eighty-seven percent of the field trip sponsors returning evaluation forms (N=23) indicated that the field trip was a good experience for the participants and 94% of the participating teachers who returned evaluation forms (N=16) indicated that the students "learned a lot from this field trip." Similar comprehensive planning and organization are the hallmarks of other project services including inservice teacher training, shadows, and mini-field trips. Furthermore, project staff do use the feedback provided from all sources such as these evaluations, NED site reports, and informal feedback from the teachers, career education building representatives, and S.A.D. #51 administrators as a basis for an ongoing modification and improvement of the project-sponsored services.

Level	Objective I	Activity
K-5	Each student will participate in a minimun of two career-oriented field trips per year.	Field trips will be coordinated by the Career Education Office.

As defined by Project GIVE a career-oriented field trip is one that emphasizes or focuses on the following areas:

1. The dignity of all work;
2. The inter-relationships of occupations;

3. Factors of skill, preparation, life style, personality etc., involved in occupation; and
4. The student's examination of self in relation to the skills, educational preparation, and personality factors required by the work as well as the satisfiers interests and skills associated with the work.

At the K-5 level the Project GIVE staff has assumed direct responsibility for the scheduling only of those field trips the elementary supervisor's office has difficulty scheduling. The project staff has concentrated their efforts at the K-5 level on assisting teachers in developing preparatory and follow-up activities which relate the field trips to career education concepts and to infusing the activities and concepts into the teachers' ongoing instructional efforts. In response to an Elementary Teachers' Questionnaire (Attachment A) 85% of the responding teachers indicated that the project had provided just enough assistance in specific techniques to carry out career education in the classroom and 60% of them indicated the quality of that assistance as excellent (Section IV, item 1). In response to the same questionnaire, 65% of the responding elementary teachers indicated that their students had participated in career-education-oriented field trips since September, 1975 (Section V, item 1).

The elementary Administrative Assistant's records and the Project GIVE records indicate that S.A.D. #51 K-5 students participated in a total of 75 career-education-related field trips or mini-field trips (five or less students) during the 1975-76 school year as summarized in Table IV below. This is an average of 2.9 field trip experiences per student enrolled in grades K-5 and exceeds the objective by almost a third. This is a doubly remarkable record as on March 16, 1976, S.A.D. #51 called a moratorium on all field trips including career-education-related ones since the project adheres to S.A.D. #51 policies.

TABLE IV
Project GIVE Career-Education-Oriented
Field Trips & Mini-Field Trips, Grades K-5, 1975-76

Grade	K	1	2	3	4	5	K-5 Combined
Total Enrollment in Grade	140	142	143	145	136	133	839
Number of Field Trips	11	14	14	18	12	6	75
Total Student Participation	308	454	510	405	508	232	2417
Mean Number of Participants for Each Field Trip	28.0	32.4	36.4	22.5	42.3	38.7	32.2
Mean Number of Field Trip Experiences per Student Enrolled	2.2	3.2	3.6	2.8	3.7	1.7	2.9

Level	Objective II	Activity
K-5	Each student will experience a minimum of five career speakers per year related to classroom experiences.	Speakers will be coordinated by the Career Education Office.

The criteria for a speaker to be classified as a career speaker are the same as the criteria noted above for a field trip to be considered career oriented. Although data concerning this objective are incomplete, in response to the teacher questionnaire 70% of the responding teachers indicated they had used one or more community resource persons in their classrooms during the current year and 50% of them indicated using three or more such speakers. (Section V, item 2). The project records indicate that project staff arranged for five such speakers for grades K-5 teachers during the 1975-76 year. Most classroom speakers are scheduled by the classroom teachers themselves but 50% of the respondents to the elementary teacher questionnaire (Section IV, item 5) indicated that Project GIVE provided "just enough" assistance in identifying resources including speakers for use in their classrooms. In addition, the project has prepared, published, and distributed to all teachers a "Community Resource Directory for the Portland Area" (**not included**) to facilitate the identification of appropriate speakers and field trip sites for teachers. This directory will also provide the teachers with a valuable resource to carry on career-education-related activities in the event that the project is not refunded for the 1976-77 year.

Level	Objective III	Activity
K-5	Twenty (20) percent of teachers (K-5) will initiate discussions of careers as they arise in subject matter materials.	Teachers will plan discussions on careers.

In response to the elementary teachers' questionnaire, (Section V, item 3), 100% of the responding reachers indicated that they initiate discussion of the World of Work as subject matter relates to it with 55% of them indicating that they do so frequently (30%) or usually (25%). In addition, responding elementary teachers reported dramatic increases in placing "much" emphasis on three categories of career awareness activities in their classrooms. These three categories of activities (Section II, items, 8, 9, and 10) and

the percent of elementary teachers indicating that they place much emphasis on them are summarized as Table V.

TABLE V

Percent of Elementary Teachers Reporting Placing "Much" Emphasis on Three Career Awareness Classroom Activities by Year

Category of Activity	1973-74 % of N = 37	1974-75 % of N = 27	1975-76 % of N = 20
Recognizing that job skills vary within occupations.	22	22	40
Recognizing that working conditions vary within occupations.	15	5	50
Recognizing personal traits desirable for employment.	7	27	45

From the available data, it appears that Project GIVE has made substantial impact on assisting teachers in infusing career education concepts into their regular teaching programs and has exceeded the expectations established in the project's stated objectives.

Level	Objective IV	Activity
K-5	Twenty (20) percent of teachers will develop instructional units which relate academic classroom activity to careers.	Teachers will develop units at inservice workshops as well as their planning time.

During the 1975-76 academic year, Project GIVE provided thirteen formal in-service sessions for K-5 teachers. In addition, various members of the project staff serve in a consultant capacity to K-5 teachers on an ongoing basis. As a result of these activities the project records indicate that twenty-one or approximately 60% of the K-5 teachers have been involved in developing instructional units which relate academic classroom activity to careers. These teacher developed units have been incorporated into a "Career Education Activities Guide" published and distributed by the project.

Level	Objective V	Activity
6-8	Fifty (50) percent of the pupils will explore different "career clusters" each year.	Participating teachers will schedule reports as a part of class work.

There are six incidents recorded of the project providing career speakers within the regular classroom at the sixth grade level with an average of 42 students involved each time and three such incidents recorded for seventh and eighth grade classrooms with 44 students served each time. While the data are not available for grades 6-8 specifically, 45% of the elementary and 22% of the

secondary teachers indicated they have pupils explore at least one job cluster each year.

Level	Objective VI	Activity
6-8	Fifty (50) percent of the pupils will be participating in job visits each year. (Grade 6 1 job visit) (Grade 7-8 2 job visits)	Job visits will be coordinated by the Career Education Office.

S.A.D. #51's sixth-grade students participated in twenty-nine career-oriented field trips or mini-field trips with a result of the sixth-grade students thereby participating in, not one, but an average of 7.6 job visits each through this vehicle. There are fourteen incidents of field trips or mini-field trips provided by the project involving 82 seventh and eighth-grade students. The project has arranged for a shadow experience for one seventh-grade student. In addition the project staff report that approximately one-third of the eighth-grade students participated in a job visit as a part of the eighth-grade guidance program. It appears that the project is greatly exceeding its expectations for this objective at the sixth-grade level but may wish to increase its efforts in the future at the seventh and eighth-grade levels.

Level	Objective VII	Activity
6-8	Fifty (50) percent of the pupils will report on a "Career" of his choice at 8th-grade level.	Reports will be scheduled in academic classes and in guidance groups.

The project staff reports that approximately one-third of the grade-eight students did report on a career of their choice through the Greely Junior High School group guidance program. Data are not available to indicate the extent to which such reports were scheduled in academic classes.

Level	Objective VIII	Activity
9	By the end of Grade 9, 25% of the students will explore four different career clusters.	Staff will require one "career cluster" report per quarter year.

There is little evidence available to NED that this objective is being met other than through the activities of the ninth-grade English class described in Section II of this report. Some such exploration is taking place through classes other than English as career education units developed for use in mathematics, science, Latin, and history classes are included in the Project GIVE "Career Education Activity Guide", but the extent to which ninth-grade students are involved in these activities is not known. The project records, however, do indicate that it has provided high school classes with speakers ten times during the year and that this provided more than 400 incidents of students being

exposed to various careers. There were also recorded two grade nine career-oriented field trips provided which served 52 students.

Level	Objective IX	Activity
9	By the end of Grade 9, 25% of the students will participate in two job visits.	The guidance office in conjunction with the Career Education Director will schedule each student to visit in groups or singularly two job sites per year.

The project records indicate that six grade nine students were scheduled for and completed shadow experiences and three mini-field trips were provided which involved an additional thirteen students. These activities coupled with the field trips noted above provided 71 job site visits for Greely High School's 182 freshmen. The records do not indicate, however, the extent to which any one student participated in more than one of these activities. If the assumption is made that each student who did participate, participated twice, then approximately 20% of the ninth-grade students participated in two job visits.

Level	Objective X	Activity
9	By the end of Grade 9, 25% of the students will participate in two job visits.	Staff, in conjunction with Project personnel, will require each student each year to develop a major report on a career of his choice.

In his June, 1975, "Final Report" the Project Director wrote, "Little was done to meet this objective. The staff will need more inservice as well as administrative encouragement before it can be met." NED concurs with this assessment of the situation and views circumstances as unchanged from the 1974-75 operational year. Furthermore, as noted in NED's January, 1976, site report (Attachment C), there appears to be an honest philosophical difference between the project and senior high school administrators which would seem to preclude obtaining the "administrative encouragement" required to make this a viable objective for the project.

Level	Objective XI	Activity
9	By the end of Grade 9, 25% of the students will participate in activities that encourage and improve decision making related to career choices.	Each student will participate in individual and/or group activities which encourage and improve decision making related to careers. These activities will include simulation career games and counseling.

In the June, 1975, "Final Report" the Project Director wrote concerning this objective, "In cooperation with the Career Education Office, the guidance office

developed an orientation program for ninth graders. The high school administration discouraged this group activity and limited it to study hall volunteer groups. Because of the clerical effort and lack of administrative support, only eleven students participated. Efforts are now under way to plan for next year and we hope to have the orientation program a scheduled activity." However, during the 1975-76 operational year substantial progress was seen as the Guidance Department and project staff were able to schedule ALL ninth-grade students into four forty-five minute orientation sessions a major component of which was devoted to activities to improve decision making related to career choices. The ninth-grade English class "experiement" noted in Section II also represents positive movement toward accomplishing this objective.

In addition, one of the activities originally scheduled for ninth-grade students was participation in Vocational Exploration Groups (VEG). VEG is a program designed to assist students in clarifying their interests, in decision making, and in exploring alternative vocational choices. It was decided that tenth grade students would find the VEG experience more beneficial. Therefore, using VEG group leaders including two senior students trained by the Project GIVE staff, over 90% of the Greely High School sophomores benefited from participation in a VEG experience.

Level	Objective XII	Activity
9	Students will be able to identify at least three (3) career resources available either in or out of school as determined by the "Guidance awareness survey sheet."	Group guidance sessions will identify career resources available in the school, community, and business world.

The administration of the Student Survey (Attachment C) which was intended to furnish the information for assessing this objective was delayed until the final weeks of school. The Project Director decided that to attempt to administer the survey that late in the year would probably yield invalid results and in all likelihood would engender negative feelings against the project on the part of the teachers. However, the accomplishments discussed under Objectives VIII-XI above would seem to lend credence to the assumption that this objective has in large part been fulfilled.

Level	Objective XIII	Activity
9	Twenty (20) percent of the faculty will develop and use units related to their academic instruction that infuse career education concepts.	There will be inservice training sessions during the year related to development of units and the infusion of career education concepts.

Six, approximately 20%, of the Greely High School teaching staff developed units that infuse career education concepts into their regular instruction. These six units are published in the project's "Career Education Activity Guide." In addition, of the teachers responding to the Secondary Teachers' Questionnaire, 22% indicated that they have their pupils explore at least one job cluster each year (Section V, item 1) and 44% of them indicated that they frequently or usually initiate discussions of the work world as subject matter relates to it (Section V, item 5).

Level	Objective XIV	Activity
10	Fifty (50) percent of the students will visit institutions that have career directed learning objectives.	Students by the end of their sophomore year will have visited the Portland Regional Vocational High School--industrial training sites or institutions of their choice.

The project files and the Guidance Department's records indicate that 38 or 25% of the tenth-grade class visited the Portland Regional Vocational High School with another 25 students recorded as having visited institutions such as Universite of Maine and Brown University. Therefore, through the joint efforts of the project staff and the Greely High School Guidance Department, approximately 42% of S.A.D. #51's tenth-grade students have been provided opportunities to explore institutions that have career directed learning objectives. Furthermore, because of the VEG experiences provided to virtually all of the sophomores as discussed under Objective XI above, it probably can be assumed that, as a group, this class was unusually well prepared to benefit from their visits to these institutions. In addition, approximately 80% of the sophomore class attended a January 20, 1976, session sponsored by the Greely High School Guidance Department the topic of which was career selection.

Level	Objective XV	Activity
9-12	All faculty will be regularly updated on students' career interests.	During the student registration process students will identify the career of their choice and this information will be relayed to the student's teachers on a regular basis. The teachers will then be expected to relate their classroom work (when and where appropriate) to the student's stated interests and counsel those students with interests common to their own.

The "Boy Scout Explorer Interest Survey" was administered in the fall, 1975, and the results were disseminated to the teachers. All teachers are involved in the scheduling process and the survey results were provided to the teachers prior to the scheduling for the spring, 1976, classes which provided teachers an opportunity to discuss career plans with their students. Of the secondary teachers responding to the spring, 1976, questionnaire, 55% indicated that they place some to great emphasis in their classes on "exploring an educational route for a career of personal interest" and 62% of them indicated placing some to great emphasis on "exploring personality qualities necessary for employment" (Section II, items 18 and 23). These responses would seem to indicate that a substantial proportion of S.A.D. #51's secondary teachers are relating their classroom work to student interests.

Level	Objective XVI	Activity
9-12	Sixty (60) percent of all graduates will be able to identify at least three (3) job counseling or placement services through the Maine Employment Security Commission.	Representatives of the Maine Employment Security Commission will be invited to discuss in group guidance sessions at the school the activities and service of the Commission, especially those related to job counseling and placement.

During the latter part of May, 1976, a representative of the Maine Employment Security Commission met with all interested seniors as did CETA representatives through two school visits during the same time period. The Greely High School Guidance Department also sponsored two programs directed at this objective. These programs were

1. "What Employers Seek in a Job Applicant" during which employers spoke frankly on the topic of who gets hired and why. Approximately 30% of the senior class attended this February 10, 1976, session.
2. "Placement--Jobs, Training Programs, Military" brought together representatives from a number of businesses, industries, the military or other institutions which offer high school graduates employment. Approximately 25% of the senior class attended the March 10, 1976, initial session for this program but the program has been ongoing since that time thereby involving additional students.

Level	Objective XVII	Activity
12	Sixty (60) percent of senior parents will have had group guidance experience which considers "work in their child's life."	During their youngster's junior year in high school all parents will be invited to participate in an evening group guidance activity directed at "work in their child's life."

"Each month the Guidance Office and Career Education personnel sponsor an Information Day, . . . to assist you (seniors) to make wise life decisions relative to your career. . . Parents, as well as students, are urged to attend."

During the 1974-75 year these meetings were held in the evening but during the 1975-76 year they were held during the regular school day. Nevertheless, the Guidance Director estimates that approximately 25% of the parents of juniors and seniors have attended one or more of the sessions.

Level	Objective XVIII	Activity
9-12	Twenty-five (25) percent of the seniors will have a "shadow" experience with an employee on-the-job before they graduate.	As each student identifies a serious career interest, an attempt will be made to place him in direct contact with an employee on-the-job in a "shadow" type experience. This experience will require that each student complete a "Job Description Questionnaire" on the job he has visited.

During the 1975-76 year through the cooperative efforts of the Greely High School Guidance Department and Project GIVE sixty-five students in grades 9-12 have been provided with seventy-five shadow experiences. These shadow experiences are summarized below as Table VI.

TABLE VI

Greely High School
Student Shadow Experiences
1975-76 Academic Year

	Grade			
	9	10	11	12
Total Number Enrolled	182	150	144	135
Total Number of Shadows	6	6	22	41
Total Number of Students Shadowing	6	6	18	35
Percent of Enrolled Students Shadowing	3	4	13	26

The project records also indicate that seven mini-field trips involving forty-five senior high school students were provided so that these students could explore serious career interests. Another three mini-field trips which would have involved an additional thirteen grade 9-12 students were scheduled but had to be cancelled because of snow. There were also five career-education-oriented field trips which served an additional 137 senior high school students.

Level	Objective XIX	Activities
9-12	All career-directed learning of students will be cooperatively developed, coordinated, and evaluated by the Career Education Director together with participating faculty.	The Guidance Department and the Career Education Director will meet weekly to coordinate the efforts of all preparation programs. The Guidance Department will be responsible for organizing and implementing counseling for all students. Project Staff and the Guidance Department will conduct follow-up studies of all graduates.

The Project GIVE career education staff and the guidance staffs of the junior and senior high schools met regularly, albeit not weekly, to coordinate the Guidance Department's and the project's services to students. These meetings occurred approximately once a month on the average and the student programs and services noted in the discussions of Objectives VIII-XVIII were the agenda topics. It should be noted that one of the five goals of the freshman guidance program is "to assist freshmen in making preliminary career and educational decisions that will help them during the four years they will spend at Greely High School." The sophomore guidance program provides for the ". . .conducting of career development and planning groups. . ." and the junior guidance program provided all eleventh-grade students with the opportunity to assess their individual interests and to survey their career and college guidance needs. Other topics discussed with the juniors through the guidance programs include personal values in relation to life decision making and recognizing alternative career choices via resources, people, and experiences. At the senior level approximately 90% of the students and about 25% of the parents participated in sessions with the Guidance Director to discuss career plans.

The project staff conducted a survey of the Greely High School graduates for the class of 1975 and the preceding four years. This five-year study is summarized in Attachment E to this report.

Level	Objective XX	Activity
9-12	A student placement service will be established as a part of the Guidance Program.	The Career Education Office will become the placement office for Greely High School. The Career Education Director will make this service known to the working community and solicit their participation in this effort. The Project Staff and the guidance personnel will coordinate and develop this placement activity.

Every graduating student will know of this service and be encouraged to use it as a part of his school's effort to assist him in job placement.

During the 1975-76 academic year, Project GIVE has developed and initiated a Youth Employment Service (YES). By June 4, 1976, fifty-five students had submitted applications for employment to the YES program. Twenty employers registered with the YES and supplied twenty-five jobs to S.A.D. #51 students. These jobs were in the areas of

Yard work (11),
Baby sitting (5),
Cleaning/Setting tables (4),
Carpentry/Painting/Fix up (4), and
Housework (1).

When a student registers with the YES, he/she is requested to state their area of greatest interest. Those areas which were identified by more than five students were

Baby sitting (17),
Anything (14),
Cleaning/Housework (8),
Gardening/Yardwork (7), and
Work with animals (7).

The Project GIVE YES program represents the first step in the development of a coordinated and comprehensive placement service for S.A.D. #51. Placement into work situations for graduating students remains primarily with the Greely High School Guidance Director and is not a formal program. The groundwork, however, for comprehensive placement services has been provided in the form of the excellent working relationships which have been established between the project and the business and industrial communities of the greater Portland region.

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PROJECT GUIDANCE IN VOCATIONS
AND EDUCATION
S.A.D.# 51

SUMMARY OF RESPONSES TO CAREER EDUCATION TEACHER QUESTIONNAIRES

June, 1976

The sincerest gratitude is offered by the Project Guidance in Vocations and Education (GIVE) and NED staffs to each of those teachers who took time from already crowded schedules during May to share career-education-related comments and criticisms with the project by completing the questionnaire. It is only as the project is made aware of the concerns and needs of the classroom teachers that it can act and grow to be of maximum assistance to them. Whether your comments have been positive or negative toward the project's efforts, they have been appreciated, considered, and frequently reflected in modifications of the GIVE services.

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Appendix A Elementary School Teacher Questionnaire

Appendix B Junior and Senior High School Teacher Questionnaire

Appendix C Combined Elementary and Junior and Senior High School Teacher Questionnaires

I. OVERVIEW AND GENERAL SUMMARY

The percent of the S.A.D. #51 staff that completed a Project GIVE questionnaire is presented below as Table I. Everyone who is NOT directly involved with the instruction of students, either individually or in a classroom setting, is included in the "noninstructional personnel" groups which include counselors and administrators. The information provided in this report and in the summary tables found in the appendices is based entirely on the responses of the instructional personnel.

TABLE I

Percent Responding to
Project GIVE Questionnaires
by Group
(Professional Staff Only)

	% Completing		
Instructional Personnel			
Elementary (N=45, *N=45, +N=38)	44	* 82	+71
Secondary (N=51, *N=51, +N=44)	61	* 78	+75
Combined Elementary and Secondary (N=96, *N=96, +N=82)	53	* 80	+73
Noninstructional Personnel			
Elementary (N=1, *N=1, +N=6)	--	*100	+33
Secondary (N=4, *N=4, +N=8)	75	* 25	+38
Combined Elementary and Secondary (N=5, *N=5, +N=14)	60	* 40	+36

Note: Four secondary instructional personnel and one secondary noninstructional personnel returned questionnaires after the cut-off date; therefore, the responses on these questionnaires are included in this table but are omitted from the summary tables in the appendices and from the discussions which follow.

In an attempt to show changes during the year, responses to the same or similarly phrased items from the 1974 and 1975 questionnaires are reported along with a reporting of all of this year's responses. Last year's responses (March, 1975) are indicated by an asterisk (*) which is placed before a percent or row of percents. Responses during Project GIVE's first operational year (March, 1974) are represented by a plus sign (+) which is placed before a percent or row of percents. The N's (total number responding) are keyed in the same manner. Raw scores (number responding) for each item this year is given in parentheses following the percent.

In general, the response rate this year is considerably lower than the response rate for the questionnaires in 1974 and 1975. With low percents of return (44% elementary, 61% secondary, and 53% combined), caution must be exercised when drawing conclusions about the results and looking for changes in responses between the first year (1974) and the third year (1976) of Project

GIVE. The "missing 56% and 39%" of elementary and secondary teachers, respectively, could cause a substantial, but not necessarily significant, change in the reported response patterns. One reason the percent of return is lower this year could be the time of administration of the questionnaires. In 1974 and 1975 they were given to the staff in March. This year, however, the questionnaires were not administered until May so that as much work of the project as possible could be reflected in the responses. It is probable that the teachers were involved in end-of-year school activities and were thus unable to find time to complete and return the questionnaires.

As has been found during the past two years, the elementary teachers as a group appear to be more positive toward career education and toward the project than is true for their secondary counterparts. Among the elementary teachers, no one has reported career education as another educational frill doomed for failure (Section III, item #9) during the entire life of the project; however, 26%, *8%, and +15% of the secondary teachers responded negatively toward the future of career education (Section III, item #8).

The majority of all responding S.A.D. #51 teachers feel the project has provided them "just enough" assistance in the areas of suggesting techniques, assisting the teachers in developing strategies and materials, and identifying and providing resources and materials (Section IV, items #1-6). Only 40% of the total group, however, indicated the project provided enough assistance in clarifying the relationship between career education activities and content area objectives (Section IV, item #7). This is vital to career education because the project does not consider career education as something added on to the present curriculum but rather as a concept infused into every phase of the curriculum to make learning relevant for students now and to demonstrate its usefulness in the future.

II. ELEMENTARY SCHOOL TEACHER QUESTIONNAIRE SUMMARY

Only 44% of the S.A.D. #51 elementary instructional personnel responded to the questionnaire this year; 82% completed and returned it in 1975 and 71% responded in 1974. Since there is no way of knowing if this 44% is truly representative of the total elementary instructional staff, the possibility that the "missing 56%" could change the reported response patterns must be considered. In addition, the "missing 18%" from 1975 and/or the "missing 29%" from 1974 could be part of the responding group this year and cause response patterns to appear altered. Another caution to be considered is that with the relatively small total number (N) in the group, a shift from one response to another by one or two teachers could change the observed response patterns. A complete summary of teachers' responses to the questionnaires this year and to the same or similar items on the 1974 and 1975 versions is attached as Appendix A.

During the three years Project GIVE has existed, the responding elementary teachers have steadily indicated an increase in the amount of knowledge about career areas they feel the students possess by the time they leave elementary school. The teachers have also indicated that over the past three years the total school program (K-12) has been progressing in adequately providing career-related experiences for those who will and will not continue their education

after high school. A definite increase by responding teachers can also be observed in the number professing to be aware of the total job required for career awareness for the students and who feel they are doing their share of the total job. These patterns tend to suggest that as the teacher's knowledge of career education increases, more is done in the classrooms to familiarize the students with what lies ahead for them when they get older.

There are, however, several responding teachers who chose the noncommittal "neither agree nor disagree" response to Section I. While the percent electing this response generally decreased each year, a fairly high percent continue to be uncertain as to what the school is (or is not) providing for the students in the area of career education (10%, item #2 to 55%, item #4). Most of the responses that did move out of the noncommittal category, though, seem to appear in the "agree" category. This seems to be a positive sign with the undecided teachers now indicating an increased awareness on the part of the students in various career areas. The noncommittal response continues to remain high, however, on the two statements concerning the adequacy of the total school program (K-12) in providing career-related experiences for all students (Section I, items #3 & 4). This could indicate that the elementary teachers simply are focused on their level and are not aware of happenings in the secondary schools or they are not sure what is included in or meant by the total program for the entire school district. The high noncommittal response in this area has been decreasing with an increase in positive responses which would seem to indicate that progress is being made in conveying the K-12 nature of career education.

The modal responses for activities in the career-education-related areas of values, goals, and decision making tend to be the middle-of-the-road "some" response. There appears to be a shift in this area with the "great" and "much" responses decreasing from 1974 and the "some" category increasing. This may suggest that as the teachers better understand the infusion strategy of career education, they do not view activities such as these separately which could make the required task of indicating emphasis placed on specific activities difficult to ascertain acqurately and they, therefore, chose the central "some" response. It could also be the case that the teachers are actually placing less emphasis on these values, goals, and decision-making activities than they had in the past. If this is the case, however, it would appear to be inconsistent with the reported positive changes noted in Section I. It is possible that some of the responding teachers did not view values, goals, and decision-making activities as part of the career education activities influencing the Section I answers which could also cause this inconsistency.

Responses to the amount of emphasis placed on career awareness activities generally show an increase from "some" to "much" emphasis being reported. The percent reporting "great" emphasis, however, decreased from 1975 in all but two of the listed activities. The stress on infusion of career education rather than "add-on" could make separating out specific activities extremely difficult for some teachers. "Exploration of work roles" and "recognizing many career areas" (Section II, items #14 & 15) were the two items where the "great" category increased. The patterns noted in this career awareness section tend to support the results noted for the first section which reported a general increased awareness on the part of students in career education areas.

The amount of exposure to the concepts and programs of career education as reported by the responding teachers has increased each year since 1974. In 1974, 44% and 22% indicated that they have had a great deal of exposure to the concepts and programs, respectively. This went up to 70% and 48%, respectively, in 1975 and increased again in 1976 to 80% and 65% professing to have had a great deal of exposure to the concepts and programs, respectively, of career education. This increase in exposure could help the teachers better understand why career education and what they can do to implement it. The increases reported in Section I also lend credance to the possibility that as the teachers continue to learn more about career education and what they can do in their classrooms, they stress career and related areas thus making students more aware of what the future is like for them and how they should be preparing for it. The future of career education according to the responding elementary teachers continues to be positive with NONE of them during any of the three years of the project agreeing with the statement, "career education is another educational frill doomed for failure."

While at least 50% of the responding teachers indicated having received "just enough" assistance from the project in the areas of suggesting specific techniques, assisting in developing materials and resources, and identifying and providing materials and resources, there was always someone who responded "too little." The assistance received was usually reported as being of high quality. The area of assistance which appears to need improvement is clarifying the relationship between career education activities and content area objectives. Only 40% responded as having received "just enough" assistance in this area, and 40% indicated "not applicable." It is the "not applicable" group to which further career education concepts need to be stressed because the entire career education movement is toward making ALL areas of study relevant to the students both for them now as well as when they leave school.

Approximately one-third of the responding elementary teachers have not had a community resource person in their classrooms or had their students participate in a career-education-oriented field trip during this past school year. All teachers, however, reported trying to sometimes initiate discussions of the work world as subject matter relates to it. This tends to suggest that career education is at least in part being infused regularly into classroom instruction as well as being accomplished through special activities.

Overall, the responding elementary teachers during the past three years report having learned a great deal about career education, why it is being stressed, what is involved at all levels, and what their part is in the total program. They have also acted with this increase in knowledge by changing some classroom approaches to help each student discover his purpose in life and how to go about fulfilling it. The project staff does not take all the credit for these changes because they realize that without willing and able teachers, career education would not have happened in the elementary schools during the past three years.

III. JUNIOR AND SENIOR HIGH SCHOOL TEACHER QUESTIONNAIRE SUMMARY

Approximately 61% of the secondary instructional personnel completed and returned the teacher questionnaire this year (only 53% before the cut-off date),

whereas in 1975 and 1974, 78% and 75%, respectively, responded to the questionnaire. Since there is no way of knowing if this 53% is truly representative of the total secondary instructional faculty, the possibility that the "missing 47%" could change the reported response patterns must be considered. If the "missing 22%" of 1975 and/or the "missing 25%" of 1974 is part of the responding 53% this year, the inclusion of different personnel from which results are tabulated could possibly produce a change in the reported patterns. Another caution to be considered is that with the relatively small total number in this group, a shift from one response to another by two or three teachers could change the observed response patterns. A complete summary of the instructional staff's responses to this year's questionnaire and to the same or similarly phrased items on the 1974 and 1975 versions is attached as Appendix B.

While the percent of responding teachers indicating they were aware of the total job required for career exploration steadily increased from 1974 to 1976, the percent reporting they have done their share of this job increased from 1974 to 1975 but decreased from 1975 to 1976. This could suggest that as the teachers continue to find out what is involved in career exploration, they realize that they actually have not done all that could be accomplished in their classrooms. A lower percent of the teachers this year when compared to those responding in 1975 indicated the students are aware of many career areas and the accompanying requirements. The 1976 percents are, however, higher than those reported in 1974. It is possible that it could be inferred that as teachers become more aware of career education, they discover it entails more than they originally believed and, therefore, they indicate a lower level of awareness on behalf of the students.

An interesting increase in responses from 1974 through 1976 appears in Section I. Each year a higher percent responded that the total school program (K-12) is adequately providing career-related experiences for all students whether or not they plan to continue their education after high school (Section I, items #3 & 4). However, the percent disagreeing with these statements decreased from 1974 to 1975 but increased from 1975 to 1976.

The modal responses to Section II of the questionnaire seem to indicate that the secondary teachers are continuing to place "some" emphasis on the various career education activities listed. The middle-of-the-road response might possibly be elected by many teachers because as they continue to infuse various concepts of career education into their classes rather than deal with it as a totally separate unit, the task of determining the amount of emphasis placed on specific activities becomes increasingly difficult. It is also possible, however, that the emphasis recorded is a good indication of the total amount of career activities in classroom instruction. The slight shifts noted from one year to another could also be caused by the personal judgment which is required in this section. What is "great" or "much" emphasis in the eyes of one teacher might only be "some" or "little" emphasis according to another teacher. Nevertheless, emphasis is definitely continuing to be placed on various career education activities.

Since 1974 there has been a reported increase in the amount of exposure to the concepts and programs of career education by the responding teachers. The most apparent change in the items dealing with attitudes toward and knowledge of what can be done regarding career education is a decrease in the

percent selecting the "neither agree nor disagree" response. As the teachers are further familiarized with the entire program and are able to see what other teachers are doing, they have an increased basis from which to decide for themselves how they feel about each of the items. A striking shift is noted in item #8, "career education is another educational frill doomed for failure." While only 8% agreed with this item in 1975, 26% agreed with it this year. It could be that teachers saw what was happening during 1974 and 1975 and liked what they saw so the "agree" dropped from 15% (1974) to 8% (1975). Now, however, they see that a program that was apparently doing some good in the schools does not know if it will be refunded for another year. How else would some of the teachers react? What needs to be emphasized is that while money definitely helps any career education program, it is not an absolute necessity. What is required is teachers committed to career education who are willing to continue to add fuel to the fire which has been started by Project GIVE.

Section IV was designed mainly for use with teachers who do have contact with GIVE. Since all of the teachers who were given questionnaires did not extensively work with the project and there was no way of determining who did utilize project services, the results appearing in the tables may be an underestimate of the quality of the services provided to the teachers with whom the project is actually working.

The majority of the responding teachers indicated they have received "just enough" assistance from the project in the areas of suggesting specific techniques and identifying and providing materials and resources. The "too little" response, however, was fairly high in these areas (15% to 30%). "Assisting you in developing your career education strategies and materials" and "clarifying the relationship between career education activities and content area objectives" are the two areas where the "just enough" and "too little" responses were selected by about the same number of teachers. It appears these two areas received less attention according to the responding teachers. The response that consistently was chosen by several teachers was "not applicable" (7% to 22%). This tends to support the item dealing with the amount of exposure to career education the teachers profess to have had (Section III, item #1). Career education theory stresses the relevance of it in all instructional areas. If the teachers felt they were not familiar with the concepts, they might not have realized that career education would tie into their subject area; therefore, they selected the "not applicable" response.

Responses regarding the quality of the assistance received when considered with the quantity reported varied from item to item. The items dealing with identifying and providing materials and resources (items #3-6) were quality-wise generally rated "excellent" to "fair" when "just enough" assistance was provided. The project has been stressing this area, and this pattern for these four items tends to indicate the project is indeed providing adequate services of good quality in these areas. Items #1 and #2, "suggesting specific techniques you can use to carry out career education in your department, school, and/or classroom" and "assisting you in developing your career education strategies and materials" tend to have the quality rated as "fair" when the quantity is "just enough." The quality reported for item #7, "clarifying the relationship between career education activities and content area objectives" also tended to be lower than for items #3-6. While the project continues to provide adequate services of materials and resources, it appears that the fields covered in these

three items (#1, 2, & 7) could represent areas the project may wish to give greater stress to in the future.

Of the teachers who responded, 74% try to sometimes initiate discussions of the work world as subject matter related to it (Section V, item #5). This suggests that many of the teachers are, at least in part, infusing career education regularly into their classes.

Overall, the responding secondary teachers during the past three years appear to have learned much about career education, why it is suddenly being stressed throughout the country as well as in S.A.D. #51, what is involved at all levels, and what is their share of this total job. Besides obtaining the knowledge, many of them report having used this knowledge by changing their instruction in some fashion to make what they teach more relevant to their students' current and future needs. The project staff does not take all the credit for this happening at the secondary level. If it was not for teachers and counselors dedicated to the cause of helping the students better prepare for life, career-education-oriented approaches would not have been recognized and attempted in the junior and senior high schools during the past three years.

APPENDIX A

The Project GIVE "Elementary School Teacher Questionnaire" is a self-report instrument designed to assess teachers' attitudes toward and knowledge of career education concepts and practices. This year's edition is similar to last year's version, but some revisions were made in order to yield the most useful information. In addition to providing data for the project's assessment, each section of the questionnaire is intended to furnish the Project GIVE staff with information useful in the planning and design of the services which the project will offer to its clients. The questionnaire is designed for elementary school teachers, and its contents are geared to career education at that level.

The five sections of the questionnaire are

Section I (7 items)--assesses teachers' perceptions of the extent to which the school is providing career-education-related activities and their attitudes toward those activities.

Section II (15 items)--is a self-reporting of the extent to which teachers in their instruction emphasize activities and concepts which are generally acknowledged as related to or are facets of career education concepts.

Section III (9 items)--assesses the teachers' information background for career education and their attitudes toward career education concepts.

Section IV (7 items)--furnishes an indication of the amount and quality of assistance received from Project GIVE.

Section V (6 items)--is intended to provide an index of the amount of career-education-related activities which have occurred in S.A.D. #51 during the current year.

All responses are reported in this summary as percents of the total group (N). Since the group completing the questionnaire is relatively small, a single change of category can cause an apparent, but not necessarily significant, change in the response pattern for a given item. For example, when N = 21, each individual response represents approximately 5% of the responding group.

Section II responses are reported by classification of activities. In establishing any classification system, judgments are exercised, and often an activity fits more than one classification. To illustrate, "recognizing personal traits desirable for employment" is classified in the career awareness category, but equally valid cases can be developed for classifying this activity in the values, goals, and decision-making category.

For Sections I-III, responses to the same or similarly worded items on the 1974 and 1975 questionnaires are also provided. The top line in each group of percents represents this year's responses with the raw score (number responding) in parentheses after the percent. The middle line with an asterisk (*) in front of it denotes responses in March, 1975; and the bottom line with a plus sign (+) in front of it indicates responses in March, 1974.

The percents do not always total 100% because of rounding error. All percents have been rounded to the nearest 1%.

Set S.A.D. #51 Elementary Teachers Number 20 (*37, +27)

SECTION I

A = agree; D = disagree, N = neither agree nor disagree; O = omit, multiple response

	A	D	N	O
1. I am aware of the total job required for career awareness for our students.	60 (12) *49 +37	5 (1) 22 33	30 (6) 27 26	5 (1) 3 4
2. I have done my share of the total job of career awareness for our students.	65 (13) *46 +41	20 (4) 27 19	10 (2) 27 41	5 (1) -- --
3. Our total school program (K-12) is adequately providing career-related experiences for those NOT continuing their education after high school.	45 (9) *19 + 4	10 (2) 14 26	45 (9) 65 70	-- (-) 3 --
4. Our total school program (K-12) is adequately providing career-related experiences for those WHO WILL continue their education after high school.	35 (7) *32 +19	10 (2) 3 19	55 (11) 65 63	-- (-) -- --
5. Students are generally aware of the VARIETY of career areas available to them by the time they leave our school.	60 (12) *62 +44	10 (2) 5 22	30 (6) 32 33	-- (-) -- --
6. Our students generally know what CAREER AREAS they want to explore by the time they leave our school.	55 (11) *32 +19	10 (2) 24 41	30 (6) 43 41	5 (1) -- --
7. Students generally have a realistic understanding of the BASIC REQUIREMENTS (h.s. diploma, vocational school, college) for the various career areas available to them by the time they leave our school.	50 (10) *32 +41	15 (3) 24 22	35 (7) 41 37	-- (-) 3 --

Set S.A.D. #51 Elementary Teachers Number 20 (*37, +27)

SECTION II

G = great; M = much; S = some; L = little; N = none; O = omit, multiple response

	G	M	S	L	N	O
VALUES, GOALS, AND DECISION MAKING						
1. Recognizing which values become important to an individual.	20 (4)	35 (7)	40 (8)	-- (--)	-- (--)	5 (1)
	*27	35	35	3	--	--
	+22	33	44	--	--	--
2. Exploring work values.	5 (1)	5 (1)	80 (16)	5 (1)	-- (--)	5 (1)
	*14	30	49	5	3	--
	+19	22	56	4	--	--
3. Identifying short-term goals.	-- (--)	30 (6)	45 (9)	10 (2)	5 (1)	10 (2)
	*11	41	43	5	--	--
	+11	63	22	4	--	--
4. Identifying long-term goals.	-- (--)	15 (3)	60 (12)	20 (4)	-- (--)	5 (1)
	* 3	24	62	8	3	--
	+11	26	48	15	--	--
5. Recognizing the effect of values and goals in decision making.	10 (2)	30 (6)	50 (10)	5 (1)	-- (--)	5 (1)
	* 8	22	51	19	--	--
	+19	30	44	7	--	--
6. Exploring decisions that may be irreversible.	5 (1)	10 (2)	55 (11)	25 (5)	-- (--)	5 (1)
	* 3	11	41	32	14	--
CAREER AWARENESS	+ 4	19	52	15	7	4
7. Recognizing that job requirements vary among jobs.	5 (1)	40 (8)	35 (7)	15 (3)	-- (--)	5 (1)
	* 8	38	35	8	11	--
	+19	37	30	11	--	4
8. Recognizing that job skills vary within occupations.	-- (--)	40 (8)	35 (7)	20 (4)	-- (--)	5 (1)
	*11	22	43	14	11	--
	+11	22	41	19	--	7
9. Recognizing that working conditions vary within occupations.	-- (--)	50 (10)	25 (5)	10 (2)	10 (2)	5 (1)
	* 8	5	62	11	14	--
	+11	15	48	22	4	--

SECTION II (Continued)

		G	M	S	L	N	O
10.	Recognizing personal traits desirable for employment.	-- (--)	45 (9)	30 (6)	15 (3)	5 (1)	5 (1)
		* 5	27	54	5	8	--
		+ 4	7	67	15	7	--
11.	Recognizing that the mental picture one holds of oneself may differ from how others see him.	-- (--)	35 (7)	50 (10)	10 (2)	-- (--)	5 (1)
		* 8	27	51	11	3	--
		+--	26	33	37	4	--
12.	Recognizing the changing roles of people in today's world.	-- (--)	35 (7)	45 (9)	10 (2)	5 (1)	5 (1)
		* 8	27	41	14	11	--
		+ 7	26	44	15	7	--
13.	Recognizing the technological impact on society in relation to expanded employment opportunities.	-- (--)	20 (4)	30 (6)	40 (8)	5 (1)	5 (1)
		* 3	5	30	27	30	5
		+--	7	48	33	11	--
14.	Exploration of work roles.	15 (3)	10 (2)	60 (12)	10 (2)	-- (--)	5 (1)
		* 8	35	32	16	8	--
		+11	19	63	7	--	--
15.	Recognizing many career areas.	25 (5)	30 (6)	35 (7)	5 (1)	-- (--)	5 (1)
		* 8	62	16	5	8	--
		+--	--	--	--	--	--

Set S.A.D. #51 Elementary Teachers Number 20 (*37, +27)

SECTION III

SA = strongly agree; A = agree; N = neither agree nor disagree; D = disagree; SD = strongly disagree; O = omit, multiple response

	SA	A	N	D	SD	O
1. I have had a great deal of exposure to the CONCEPTS of career education through practical experience, course work, reading, and/or other sources.	25 (5)	55 (11)	15 (3)	5 (1)	-- (--)	-- (--)
	* 5	65	24	5	--	--
	+11	33	33	22	--	--
2. I have had a great deal of exposure to the various PROGRAMS of career education through practical experience, course work, reading, and/or other sources.	15 (3)	50 (10)	20 (4)	15 (3)	-- (--)	-- (--)
	* 5	43	46	5	--	--
	+11	11	44	30	4	--
3. As the ability level of the student decreases, so does his need for career education because there are fewer options open to him.	10 (2)	15 (3)	10 (2)	30 (6)	35 (7)	-- (--)
	* 3	8	3	38	49	--
	+15	4	7	48	26	--
4. Vocational education and career education are not synonymous terms.	25 (5)	45 (9)	15 (3)	15 (3)	-- (--)	-- (--)
	*22	54	8	11	3	3
	+ 4	70	11	11	4	--
5. World of work experience in a specific occupation other than education is a prerequisite to to being a successful teacher in a career education program.	10 (2)	15 (3)	20 (4)	50 (10)	5 (1)	-- (--)
	* 5	16	27	41	5	5
	+--	41	37	19	4	--
6. Presently vocational education teachers know and meet the individual needs of their students for career education better than academic teachers.	-- (--)	15 (3)	50 (10)	30 (6)	5 (1)	-- (--)
	* 3	16	46	27	5	3
	+ 4	30	48	19	--	--
7. Career education can only be accomplished through "hands-on" experience with machines, tools, materials, and processes.	5 (1)	10 (2)	25 (5)	55 (11)	5 (1)	-- (--)
	* 5	19	8	60	8	--
	+ 7	18	44	26	4	--

SECTION III (continued)

	SA	A	N	D	SD	O
8. Teachers of students with special needs face specific problems of instruction which demand all of their attention and therefore the addition of career education instruction represents an unnecessary burden.	-- (--)	5 (1)	20 (4)	65 (13)	10 (2)	-- (--)
	*--	11	24	43	22	--
	+ 7	19	19	44	11	--
9. Career education is another educational frill doomed for failure.	-- (--)	-- (--)	20 (4)	55 (11)	25 (5)	-- (--)
	*--	--	22	49	30	--
	+--	--	22	56	22	--

Set S.A.D. #51 Elementary Teachers Number 20 (*37, +27)

SECTION IV

		Amount of Assistance		Quality of Assistance	
1.	Suggesting specific techniques you can use to carry out career education in your department, school, and/or classroom.	Too much	-- (--)	Excellent	60 (12)
		Just enough	85 (17)	Fair	30 (6)
		Too little	10 (2)	Poor	-- (--)
		Not applicable	-- (--)	Not applicable	-- (--)
		Omit	5 (1)	Omit	10 (2)
2.	Assisting you in developing your career education strategies and materials.	Too much	-- (--)	Excellent	50 (10)
		Just enough	70 (14)	Fair	20 (4)
		Too little	10 (2)	Poor	5 (1)
		Not applicable	10 (2)	Not applicable	10 (2)
		Omit	10 (2)	Omit	15 (3)
3.	Identifying materials (e.g., films, etc.) useful to you.	Too much	-- (--)	Excellent	60 (12)
		Just enough	85 (17)	Fair	20 (4)
		Too little	5 (1)	Poor	-- (--)
		Not applicable	5 (1)	Not applicable	5 (1)
		Omit	5 (1)	Omit	15 (3)
4.	Providing materials useful to you.	Too much	-- (--)	Excellent	65 (13)
		Just enough	80 (16)	Fair	15 (3)
		Too little	15 (3)	Poor	5 (1)
		Not applicable	-- (--)	Not applicable	-- (--)
		Omit	5 (1)	Omit	15 (3)
5.	Identifying resources (e.g., guest speakers, career exploration day sponsors, etc.) useful to you.	Too much	-- (--)	Excellent	40 (8)
		Just enough	50 (10)	Fair	10 (2)
		Too little	15 (3)	Poor	10 (2)
		Not applicable	25 (5)	Not applicable	25 (5)
		Omit	10 (2)	Omit	15 (3)
6.	Providing resources useful to you.	Too much	-- (--)	Excellent	65 (13)
		Just enough	75 (15)	Fair	10 (2)
		Too little	10 (2)	Poor	5 (1)
		Not applicable	10 (2)	Not applicable	5 (1)
		Omit	5 (1)	Omit	15 (3)
7.	Clarifying the relationship between career education activities and content area objectives.	Too much	-- (--)	Excellent	35 (7)
		Just enough	40 (8)	Fair	10 (2)
		Too little	5 (1)	Poor	-- (--)
		Not applicable	40 (8)	Not applicable	35 (7)
		Omit	15 (3)	Omit	20 (4)

Set S.A.D. #51 Elementary Teachers Number 20 (*37, +27)

SECTION V

1. My students have participated in _____ career-education-oriented field trips since September, 1975.

a. none	35 (7)
b. 1	5 (1)
c. 2	25 (5)
d. 3 or more	35 (7)
Omit	-- (--)

2. There have been _____ community resource people in my classroom since September, 1975.

a. none	30 (6)
b. 1-2	20 (4)
c. 3-4	30 (6)
d. 5 or more	20 (4)
Omit	-- (--)

3. I initiate discussions of the work world as subject matter relates to it.

a. usually	25 (5)
b. frequently	30 (6)
c. sometimes	45 (9)
d. rarely	-- (--)
Omit	-- (--)

4. I have my pupils explore at least one job cluster each year.

a. yes	45 (9)
b. no	45 (9)
Omit	10 (2)

5. My students have participated in _____ job visits through mini-field trips, etc.

a. none	85 (17)
b. 1	5 (1)
c. 2	-- (--)
d. 3 or more	10 (2)
Omit	-- (--)

6. My students have participated in _____ job visits through shadowing. (Per cent based on sixth grade teachers responding, N = 4)

a. none	75 (3)
b. 1	-- (--)
c. 2	25 (1)
d. 3 or more	-- (--)
Omit	-- (--)

APPENDIX B

The Project GIVE "Junior and Senior High School Teacher Questionnaire" is a self-report instrument designed to assess teachers' attitudes toward and knowledge of career education concepts and practices. This year's edition is similar to last year's version, but some revisions were made in order to yield the most useful information. In addition to providing data for the project's assessment, each section of the questionnaire is intended to furnish the Project GIVE staff with information useful in the planning and design of the services which the project offers to its clients. The questionnaire is designed for junior and senior high school teachers, and its contents are geared to career education at that level.

The five sections of the questionnaire are

Section I (9 items)--assesses teachers' perceptions of the extent to which the school is providing career-education-related activities and their attitudes toward those activities.

Section II (24 items)--is a self-reporting of the extent to which teachers in their instruction emphasize activities and concepts which are generally acknowledged as related to or are facets of career education concepts.

Section III (8 items)--assesses the teachers' information background for career education and their attitudes toward career education concepts.

Section IV (7 items)--furnishes an indication of the amount and quality of assistance received from Project GIVE.

Section V (5 items)--is intended to provide an index of the amount of career-education-related activities which have occurred in S.A.D. #51 during the current year.

All responses are reported in this summary as percents of the total group (N). Since the group completing the questionnaire is relatively small, a single change of category can cause an apparent, but not necessarily significant, change in the response pattern for a given item. For example, when N = 21, each individual represents approximately 5% of the responding group.

Section II responses are reported by classification of activities. In establishing any classification system, judgments are exercised; and often an activity (or job) fits more than one classification. To illustrate, "exploring an educational route for a career of personal interest" is classified in the career exploration category, but equally valid cases can be developed for classifying this activity in the values, goals, and decision-making category.

For Sections I-III, responses to the same or similarly worded items on the 1974 and 1975 questionnaires are also provided. The top line in each group of percents represents this year's responses with the raw score (number responding) in parentheses after the percent. The middle line with an asterisk (*) in front of it denotes responses in March, 1975; and the bottom line with a plus sign (+) in front of it indicates responses in March, 1974. The percents do not always total 100% because of rounding error. All percents have been rounded to the nearest 1%.

Set S.A.D. #51 Secondary Teachers Number 27 (*40, +33)

SECTION I

A = agree; D = disagree, N = neither agree nor disagree; O = omit, multiple response

		A	D	N	O
1.	I am aware of the total job required for career exploration for our stu-ents.	37 (10) *30 +12	30 (8) 45 46	30 (8) 25 42	4 (1) -- --
2.	I have done my share of the total job of career exploration for our stu-dents.	26 (7) *35 +15	41 (11) 43 49	30 (8) 23 36	4 (1) -- --
3.	Our total school program (K-12) is adequately providing career-related experiences for those NOT continuing their education after high school.	41 (11) *33 +--	37 (10) 28 61	19 (5) 40 39	4 (1) -- --
4.	Our total school program (K-12) is adequately providing career-related experiences for those WHO WILL con-tinue their education after high school.	48 (13) *38 +15	30 (8) 23 46	19 (5) 40 39	4 (1) -- --
5.	Students are generally aware of the VARIETY of career choices open to them by the time they leave our school.	30 (8) *60 +24	30 (8) 20 55	33 (9) 20 21	7 (2) -- --
6.	Students generally have a realistic picture of the TRAINING REQUIREMENTS for the various career choices open to them by the time they leave our school.	26 (7) *43 +15	37 (10) 23 61	33 (9) 35 24	4 (1) -- --
7.	Our students generally hold realistic CAREER AREA(S) GOALS by the time they leave our school.	30 (8) *33 +18	37 (10) 35 49	30 (8) 33 33	4 (1) -- --
8.	Students generally have a realistic understanding of the NATURE OF THE JOB REQUIREMENTS (advantages and disadvantages) for the various career choices open to them by the time they leave our school.	30 (8) *35 +15	41 (11) 30 55	26 (7) 35 30	4 (1) -- --
9.	Students generally have a realistic picture of the educational require-ments and high school courses neces-sary for their goals in life.	48 (13) *-- +--	33 (9) -- --	15 (4) -- --	4 (1) -- --

Set S.A.D. #51 Secondary Teachers Number 27 (*40, +33)

SECTION II

G = great; M = much; S = some; L = little; N = none; O = omit, multiple response

	G	M	S	L	N	O
VALUES, GOALS, AND DECISION MAKING						
1. Recognizing how values become important to an individual.	11 (3)	22 (6)	52 (14)	11 (3)	-- (--)	4 (1)
	*18	33	43	8	--	--
	+30	27	39	--	3	--
2. Recognizing which values become important to an individual.	7 (2)	22 (6)	56 (15)	11 (3)	-- (--)	4 (1)
	*18	25	43	13	--	3
	+27	24	27	15	3	3
3. Identifying short-term goals.	11 (3)	48 (13)	30 (8)	7 (2)	-- (--)	4 (1)
	*15	35	35	13	--	3
	+24	27	27	21	--	--
4. Identifying long-term goals.	4 (1)	26 (7)	52 (14)	15 (4)	-- (--)	4 (1)
	*13	25	40	18	5	--
	+15	33	30	21	--	--
5. Recognizing the effect of values and goals in decision making.	7 (2)	26 (7)	37 (10)	26 (7)	-- (--)	4 (1)
	*13	30	43	13	--	3
	+21	33	36	6	3	--
6. Exploring the effects of short-term and long-term goals upon decision making.	-- (--)	26 (7)	48 (13)	22 (6)	-- (--)	4 (1)
	* 5	20	43	30	--	3
	+ 9	21	39	21	9	--
7. Exploring decisions that may be irreversible.	-- (--)	26 (7)	37 (10)	26 (7)	-- (--)	11 (3)
	*13	10	40	28	8	3
	+12	9	46	18	15	--
CAREER AWARENESS						
8. Recognizing that job skills vary within occupations.	7 (2)	22 (6)	48 (13)	15 (4)	4 (1)	4 (1)
	*--	38	33	18	13	--
	+12	15	24	24	24	--
9. Recognizing the availability of educational opportunities in the area.	4 (1)	11 (3)	56 (15)	19 (5)	7 (2)	4 (1)
	*10	28	35	20	8	--
	+15	6	36	30	12	--

Set S.A.D. #51 Secondary Teachers Number 27 (*40, +33)

SECTION II (continued)

	G	M	S	L	N	O
10. Recognizing personal traits desirable for employment.	7 (2)	30 (8)	41 (11)	7 (2)	11 (3)	4 (1)
	*13	33	40	10	3	3
	+ 9	12	36	18	18	6
11. Recognizing that the mental picture one holds of oneself may differ from how others see him.	-- (--)	26 (7)	41 (11)	22 (6)	7 (2)	4 (1)
	*15	18	50	13	5	--
	+12	21	33	18	9	6
12. Recognizing the reasons for individuals losing jobs.	4 (1)	7 (2)	48 (13)	26 (7)	11 (3)	4 (1)
	*15	15	23	38	8	3
	+ 9	15	27	27	15	6
13. Recognizing the trend for women to combine homemaking and wage earning.	11 (3)	15 (4)	22 (6)	26 (7)	22 (6)	4 (1)
	*10	10	25	33	18	5
	+15	9	27	18	24	6
14. Recognizing the influence of occupations upon life styles.	7 (2)	11 (3)	48 (13)	26 (7)	4 (1)	4 (1)
	* 5	18	38	28	10	3
	+12	15	39	15	12	6
15. Recognizing the technological impact on society in relation to expanded employment opportunities.	7 (2)	15 (4)	30 (8)	37 (10)	4 (1)	7 (2)
	* 3	25	28	25	15	5
	+15	12	21	30	15	6
CAREER EXPLORATION						
16. Exploring that restrictions of certain occupations may limit job choice. (Example: age, experience, union shop, certificate)	4 (1)	4 (1)	41 (11)	37 (10)	11 (3)	4 (1)
	* 5	13	30	33	18	3
	+ 3	6	30	42	18	--
17. Exploring working conditions of an occupation of personal interest.	4 (1)	4 (1)	41 (11)	30 (8)	19 (5)	4 (1)
	* 5	13	20	43	18	3
	+12	3	21	49	15	--
18. Exploring an educational route for a career of personal interest.	4 (1)	7 (2)	44 (12)	26 (7)	15 (4)	4 (1)
	* 5	10	38	28	18	3
	+15	6	30	30	18	--

Set S.A.D. #51 Secondary Teachers Number 27 (*40, +33)

SECTION II (continued)

	G	M	S	L	N	O
19. Exploring the impact of technology upon my subject-matter field.	7 (2)	22 (6)	37 (10)	19 (5)	11 (3)	4 (1)
	* 3	23	43	20	10	3
	+ 9	33	21	24	12	--
20. Exploring the interrelatedness of subject-matter areas to jobs.	11 (3)	15 (4)	33 (9)	26 (7)	4 (1)	11 (3)
	* 8	25	35	23	8	3
	+15	21	27	24	12	--
21. Exploring a career cluster concept.	4 (1)	7 (2)	26 (7)	19 (5)	37 (10)	7 (2)
	* 3	10	25	25	33	5
	+ 3	9	9	33	39	6
22. Exploring a career cluster of a personal choice.	4 (1)	4 (1)	19 (5)	33 (9)	33 (9)	7 (2)
	*--	10	25	25	35	5
	+ 3	6	9	33	42	6
23. Exploring personality qualities necessary for employment.	7 (2)	22 (6)	33 (9)	26 (7)	7 (2)	4 (1)
	* 5	23	40	20	10	3
	+ 9	15	33	21	15	6
24. Exploring the changing roles of people in today's world.	7 (2)	26 (7)	30 (8)	30 (8)	4 (1)	4 (1)
	* 3	20	35	25	15	3
	+15	9	27	18	24	6

Set S.A.D. #51 Secondary Teachers Number 27 (*40, +33)

SECTION III

SA = strongly agree; A = agree; N = neither agree nor disagree; D = disagree; SD = strongly disagree; O = omit, multiple response

		SA	A	N	D	SD	O
1.	I have had a great deal of exposure to the CONCEPTS of career education through practical experience, course work, reading, and/or other sources.	15 (4)	26 (7)	26 (7)	33 (9)	-- (--)	-- (--)
		*23	18	35	20	5	--
		+ 6	24	30	33	6	--
2.	I have had a great deal of exposure to the various PROGRAMS of career education through practical experience, course work, reading and/or other sources.	15 (4)	22 (6)	26 (7)	33 (9)	-- (--)	4 (1)
		* 8	23	33	33	5	--
		+ 6	15	30	42	6	--
3.	All personnel (teachers, administrators, counselors, etc.) at the elementary and secondary levels and in the academic and occupational disciplines must work cooperatively to implement the concepts of career education.	19 (5)	44 (12)	15 (4)	22 (6)	-- (--)	-- (--)
		*30	38	23	10	--	--
		+12	30	33	9	12	3
4.	Vocational education and career education are not synonymous terms.	33 (9)	44 (12)	11 (3)	7 (2)	4 (1)	-- (--)
		*25	45	13	13	5	--
		+15	39	24	12	3	6
5.	World of work experience in a specific occupation other than education is a prerequisite to being a successful teacher in a career education program.	15 (4)	26 (7)	41 (11)	11 (3)	4 (1)	4 (1)
		*20	15	43	20	3	--
		+ 6	15	64	12	--	3
6.	Presently, vocational education teachers know and meet the individual needs of their students for career education better than academic teachers.	11 (3)	15 (4)	33 (9)	30 (8)	7 (2)	4 (1)
		*10	30	33	18	10	--
		+ 3	24	49	15	6	3
7.	Career education can only be accomplished through "hands-on" experiences with machines, tools, materials, and processes.	-- (--)	15 (4)	26 (7)	41 (11)	15 (4)	4 (1)
		* 5	23	33	38	3	--
		+ 3	12	49	33	--	3
8.	Career education is another educational frill doomed for failure.	15 (4)	11 (3)	41 (11)	26 (7)	7 (2)	-- (--)
		*--	8	35	40	18	--
		+12	3	55	27	3	--

Set S.A.D. #51 Secondary Teachers Number 27 (*40, +33)

SECTION IV

		Amount of Assistance		Quality of Assistance	
1.	Suggesting specific techniques you can use to carry out career education in your department, school, and/or classroom.	Too much	-- (--)	Excellent	4 (1)
		Just enough	56 (15)	Fair	41 (11)
		Too little	15 (4)	Poor	-- (--)
		Not applicable	22 (6)	Not applicable	15 (4)
		Omit	7 (2)	Omit	41 (11)
2.	Assisting you in developing your career education strategies and materials.	Too much	-- (--)	Excellent	11 (3)
		Just enough	37 (10)	Fair	33 (9)
		Too little	37 (10)	Poor	11 (3)
		Not applicable	22 (6)	Not applicable	15 (4)
		Omit	4 (1)	Omit	30 (8)
3.	Identifying materials (e.g., films, etc.) useful to you.	Too much	-- (--)	Excellent	33 (9)
		Just enough	70 (19)	Fair	19 (5)
		Too little	15 (4)	Poor	7 (2)
		Not applicable	7 (2)	Not applicable	7 (2)
		Omit	7 (2)	Omit	33 (9)
4.	Providing materials useful to you.	Too much	-- (--)	Excellent	26 (7)
		Just enough	52 (14)	Fair	26 (7)
		Too little	22 (6)	Poor	4 (1)
		Not applicable	19 (5)	Not applicable	15 (4)
		Omit	7 (2)	Omit	30 (8)
5.	Identifying resources (e.g., guest speakers, career exploration day sponsors, etc.) useful to you.	Too much	-- (--)	Excellent	22 (6)
		Just enough	52 (14)	Fair	26 (7)
		Too little	30 (8)	Poor	11 (3)
		Not applicable	15 (4)	Not applicable	11 (3)
		Omit	4 (1)	Omit	30 (8)
6.	Providing resources useful to you.	Too much	-- (--)	Excellent	11 (3)
		Just enough	52 (14)	Fair	37 (10)
		Too little	26 (7)	Poor	4 (1)
		Not applicable	15 (4)	Not applicable	19 (5)
		Omit	7 (2)	Omit	30 (8)
7.	Clarifying the relationship between career education activities and content area objectives.	Too much	-- (--)	Excellent	7 (2)
		Just enough	41 (11)	Fair	30 (8)
		Too little	37 (10)	Poor	19 (5)
		Not applicable	19 (5)	Not applicable	15 (4)
		Omit	4 (1)	Omit	30 (8)

Set S.A.D. #51 Secondary Teachers Number 27 (*40, +33)

SECTION V

1. I have my pupils explore at least one job cluster each year.

a. yes	22 (6)
b. no	74 (20)
Omit	4 (1)

2. My students have participated in _____ job visits through mini-field trips, shadows, etc.

a. none	52 (14)
b. 1	15 (4)
c. 2	11 (3)
d. 3 or more	11 (3)
Omit	11 (3)

3. My students have participated in _____ career-education-oriented field trips since September, 1975.

a. none	48 (13)
b. 1	19 (5)
c. 2	11 (3)
d. 3 or more	15 (4)
Omit	7 (2)

4. There have been _____ community resource people in my classroom since September, 1975.

a. none	63 (17)
b. 1-2	15 (4)
c. 3-4	7 (2)
d. 5 or more	11 (3)
Omit	4 (1)

5. I initiate discussions of the work world as subject matter relates to it.

a. usually	22 (6)
b. frequently	22 (6)
c. sometimes	30 (8)
d. rarely	19 (5)
Omit	7 (2)

APPENDIX C

The Project GIVE "Elementary School Teacher Questionnaire" and "Junior and Senior High School Teacher Questionnaire" contain many of the same items. Both of these self-report instruments are designed to assess teachers' attitudes toward and knowledge of career education concepts and practices. In addition to providing data for the project's assessment, each section of the questionnaires is intended to furnish the Project GIVE staff with information useful in the planning and design of the services which the project offers to its clients. In order to show the overall response patterns of all S.A.D. #51 teachers, duplicate items on the two questionnaires have been combined for this year.

The five sections of the combined report are

Section I (2 items)--assesses teachers' perceptions of the extent to which the total school program is providing career-education-related activities to all students regardless of post-high school plans.

Section II (9 items)--is a self-reporting of the extent to which teachers in their instruction emphasize activities and concepts which are generally acknowledged as related to or are facets of career education concepts.

Section III (7 items)--assesses the teachers' information background for career education and their attitudes toward career education concepts.

Section IV (7 items)--furnishes an indication of the amount and quality of assistance received from Project GIVE.

Section V (4 items)--is intended to provide an index of the amount of career-education-related activities which have occurred in S.A.D. #51 during the current year.

All responses are reported in this summary as percents of the total group (N). Since the group completing the questionnaire is relatively small, (N = 47), a single change of category can cause an apparent, but not necessarily significant, change in the response pattern for a given item. For example, when N = 47, each individual represents approximately 2% of the responding group.

The raw score (number responding) as well as the percent responding in each category is provided. The first number is the percent, and the number in parentheses indicates the raw score. The percents do not always total 100% because of rounding error. All percents have been rounded to the nearest 1%.

Set All S.A.D. #51 Teachers Number 47

SECTION I

A = agree; D = disagree, N = neither agree nor disagree; O = omit, multiple response

	A	D	N	O
1. Our total school program (K-12) is adequately providing career-related experiences for those NOT continuing their education after high school.	43 (20)	26 (12)	30 (14)	2 (1)
2. Our total school program (K-12) is adequately providing career-related experiences for those WHO WILL continue their education after high school.	43 (20)	21 (10)	34 (16)	2 (1)

Set All S.A.D. #51 Teachers Number 47

SECTION II

G = great; M = much; S = some; L = little; N = none; O = omit, multiple response

	G	M	S	L	N	O
VALUES, GOALS, AND DECISION MAKING						
1. Recognizing which values become important to an individual.	13 (6)	28 (13)	49 (23)	6 (3)	-- (--)	4 (2)
2. Identifying short-term goals.	6 (3)	40 (19)	36 (17)	9 (4)	2 (1)	6 (3)
3. Identifying long-term goals.	2 (1)	21 (10)	55 (26)	17 (8)	-- (--)	4 (2)
4. Recognizing the effect of values and goals in decision making.	9 (4)	28 (13)	43 (20)	17 (8)	-- (--)	4 (2)
5. Exploring decisions that may be irreversible.	2 (1)	19 (9)	45 (21)	26 (12)	-- (--)	9 (4)
CAREER AWARENESS						
6. Recognizing that job skills vary within occupations.	4 (2)	30 (14)	43 (20)	17 (8)	2 (1)	4 (2)
7. Recognizing personal traits desirable for employment.	4 (2)	36 (17)	36 (17)	11 (5)	9 (4)	4 (2)
8. Recognizing that the mental picture one holds of oneself may differ from how others see him.	-- (--)	30 (14)	45 (21)	17 (8)	4 (2)	4 (2)
9. Recognizing the technological impact on society in relation to expanded employment opportunities.	4 (2)	17 (8)	30 (14)	38 (18)	4 (2)	6 (3)

Set All S.A.D. #51 Teachers Number 47

SECTION III

SA = strongly agree; A = agree; N = neither agree nor disagree; D = disagree; SD = strongly disagree; O = omit, multiple response

		SA	A	N	D	SD	O
1.	I have had a great deal of exposure to the CONCEPTS of career education through practical experience, course work, reading, and/or other sources.	19 (9)	38 (18)	21 (10)	21 (10)	-- (--)	-- (--)
2.	I have had a great deal of exposure to the various PROGRAMS of career education through practical experience, course work, reading, and/or other sources.	15 (7)	34 (16)	23 (11)	26 (12)	-- (--)	2 (1)
3.	Vocational education and career education are not synonymous terms.	30 (14)	45 (21)	13 (6)	11 (5)	2 (1)	-- (--)
4.	World of work experience in a specific occupation other than education is a prerequisite to being a successful teacher in a career education program.	13 (6)	21 (10)	32 (15)	28 (13)	4 (2)	2 (1)
5.	Presently, vocational education teachers know and meet the individual needs of their students for career education better than academic teachers.	6 (3)	15 (7)	40 (19)	30 (14)	6 (3)	2 (1)
6.	Career education can only be accomplished through "hands-on" experience with machines, tools, materials, and processes.	2 (1)	13 (6)	26 (12)	47 (22)	11 (5)	2 (1)
7.	Career education is another educational frill doomed for failure	9 (4)	6 (3)	32 (15)	38 (18)	15 (7)	-- (--)

Set All S.A.D. #51 Teachers Number 47

SECTION IV

		Amount of Assistance		Quality of Assistance	
1.	Suggesting specific techniques you can use to carry out career education in your department, school, and/or classroom.	Too much	-- (--)	Excellent	28 (13)
		Just enough	68 (32)	Fair	36 (17)
		Too little	13 (6)	Poor	-- (--)
		Not applicable	13 (6)	Not applicable	9 (4)
		Omit	6 (3)	Omit	28 (13)
2.	Assisting you in developing your career education strategies and materials.	Too much	-- (--)	Excellent	28 (13)
		Just enough	51 (24)	Fair	28 (13)
		Too little	26 (12)	Poor	9 (4)
		Not applicable	17 (8)	Not applicable	13 (6)
		Omit	6 (3)	Omit	23 (11)
3.	Identifying materials (e.g., films, etc.) useful to you.	Too much	-- (--)	Excellent	45 (21)
		Just enough	77 (36)	Fair	19 (9)
		Too little	11 (5)	Poor	4 (2)
		Not applicable	6 (3)	Not applicable	6 (3)
		Omit	6 (3)	Omit	26 (12)
4.	Providing materials useful to you.	Too much	-- (--)	Excellent	43 (20)
		Just enough	64 (30)	Fair	21 (10)
		Too little	19 (9)	Poor	4 (2)
		Not applicable	11 (5)	Not applicable	9 (4)
		Omit	6 (3)	Omit	23 (11)
5.	Identifying resources (e.g., guest speakers, career exploration day sponsors, etc.) useful to you.	Too much	-- (--)	Excellent	30 (14)
		Just enough	51 (24)	Fair	19 (9)
		Too little	23 (11)	Poor	11 (5)
		Not applicable	19 (9)	Not applicable	17 (8)
		Omit	6 (3)	Omit	23 (11)
6.	Providing resources useful to you.	Too much	-- (--)	Excellent	34 (16)
		Just enough	62 (29)	Fair	26 (12)
		Too little	19 (9)	Poor	4 (2)
		Not applicable	13 (6)	Not applicable	13 (6)
		Omit	6 (3)	Omit	23 (11)
7.	Clarifying the relationship between career education activities and content area objectives.	Too much	-- (--)	Excellent	19 (9)
		Just enough	40 (19)	Fair	21 (10)
		Too little	23 (11)	Poor	11 (5)
		Not applicable	28 (13)	Not applicable	23 (11)
		Omit	9 (4)	Omit	26 (12)

Set All S.A.D. #51 Teachers Number 47

SECTION V

1. My students have participated in _____ career-education-oriented field trips since September, 1975.

a. none	43 (20)
b. 1	13 (6)
c. 2	17 (8)
d. 3 or more	23 (11)
Omit	4 (2)

2. There have been _____ community resource people in my classroom since September, 1975.

a. none	49 (23)
b. 1-2	17 (8)
c. 3-4	17 (8)
d. 5 or more	15 (7)
Omit	2 (1)

3. I initiate discussions of the work world as subject matter relates to it.

a. usually	23 (11)
b. frequently	26 (12)
c. sometimes	36 (17)
d. rarely	11 (5)
Omit	4 (2)

4. I have my pupils explore at least one job cluster each year.

a. yes	32 (15)
b. no	62 (29)
Omit	6 (3)

NED NEW EDUCATIONAL DIRECTIONS, INC.
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Memorandum for: MR. BAGLEY
info cc: NED Staff

Subject: NED's September 4, 1975 Site Visit

Date: September 5, 1975

From: Fred Gannon

I. INTRODUCTION

The primary purpose of this site visit was to identify the evaluation procedures which will be used by Project GIVE during the 1975-76 operational year. Mr. Bagley, Ms. Barnaby, and Mr. Gannon with the assistance of Mr. Dews were able to define the major evaluation activities to be accomplished during the current year.

II. 1975-76 EVALUATION ACTIVITIES

Each of the project's twenty objectives which are included in the Project GIVE funding proposal was reviewed and the primary data sources for assessing those objectives were identified. The major data sources which will be used to assess those objectives are

(1) Project GIVE-NED Teacher Survey Questionnaires (revised 1975-76),
(2) Project GIVE-NED Student Survey Questionnaires (to be developed 1975-76),
(3) Project GIVE Records,
(4) S.A.D. 51 Guidance Department's Records,
(5) S.A.D. 51 Field Trip Records (elementary and secondary), and
(6) S.A.D. 51 Student Records.

During the Project Directors' conference attended by Mr. Bagley in Washington D.C. on August 20-22, 1975, the Office of Career Education (OCE) officials indicated a need for student outcome data to be used with the Congress. In compliance with this request, Project GIVE will attempt to carry out four mini-studies focuse on student outcomes during the 1975-76 year at grade levels 3, 6, 9, and 12.

GRADE 3--A control group (one self-contained classroom unit) and an experimental group (one self-contained classroom unit) will be established at the Cumberland Elementary School. Each teacher will have comparable teaching experience and the measured ability level of the students in each group will be controlled on the basis of the SRA Primary Mental Abilities Test administered at grade 2. Each student's K, 1, and 2 placements will be reviewed and summarized to determine the comparability of their previous experiences. Both groups will be administered a standardized reading test and the Career Orientation Battery (COB) in September, 1975, and April, 1976. The experimental group will undergo a series of planned and systematic career-education-related experiences throughout the school year and these experiences will be logged on the Classroom Activities Record (CAR) by the classroom teacher (a copy of the CAR is attached). After the April, 1976, posttest administration of the reading test and the COB, NED will analyze and compare the performance of the experimental and control groups.

GRADE 6--The grade 6 mini-study will use a historic approach to examine the impact of career education activities on student performance involving two sixth grade teachers at the Mabel Wilson Elementary School who have been involved in Project GIVE activities since the 1973-74 academic year. The performance of these teachers' students on standardized achievement tests (SRA Achievement Series) administered in grade 7 will be analyzed for each of the following years:

1972-73 pre-career education activities
1973-74 initial year career education activities
1974-75 second year career education activities
1975-76 third year career education activities

The ability levels of the four groups will be held constant using the results of the SRA Primary Mental Abilities Test administered in each S.A.D. 51 grade 6 classroom each year. Career education treatments for the 1973-75 years will be reconstructed on the basis of the teachers' planning books and teacher interviews by Ms. Barnaby. The 1975-76 career education treatments will be recorded on the CAR. In addition, the COB will be administered to the 1976-76 groups in September, 1975, and April, 1976.

GRADE 9--The grade 9 mini-study to examine the impact of career education activities on student performance will involve two teachers and four to eight classroom units. Each teacher will be responsible for one to two experimental and one to two control groups. Past performance of each of the groups will be determined on the basis of eighth grade GPA. The experimental groups will receive a series of planned career-education-related experiences which the teachers will record on the CAR. The COB will be administered to control and experiemental groups in September, 1975, and April, 1976. Criterion measures for academic performance will be grades earned in the experimental and control groups and the overall GPA for the groups as reported in January, 1976, and June, 1976.

GRADE 12--The grade 12 mini-study will explore the effectiveness of Vocational Exploration Groups (VEG) as a career-education-related-peer-counseling technique. The experimental group will consist of six volunteers from the senior class who will participate in a seventeen week VEG training course. After the VEG course each of the six students will act as the group leader for five seventh grade students participating in the VEG experience. The control group will be six non-participating seniors matched with the experimental group on the following variables:

(a) high school program,
(b) eleventh grade GPA,
(c) sex
(d) courses in which currently enrolled, and
(e) measured aptitude.

Both experimental and control groups will take the COB in September, 1975, and again in April, 1976. The index of academic performance which will be used as a criterion measure will be twelfth grade GPA in January, 1976, and June, 1976.

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CAREER EDUCATION AND SIXTH GRADE ACHIEVEMENT

prepared for the

Cumberland, Maine, Career Education Project

Roy Bagley, Director

During the 1973-74 academic year a sixth grade teacher at the Mable I. Wilson Elementary School initially became involved with the Cumberland Career Education Project (formerly Project GIVE) of S.A.D. 51. This classroom teacher experienced 60 hours of formal inservice training plus 50 hours of consultation with the Project staff during this initial year. As a result of this instruction and consultation, he began to orient his classroom instruction toward career education utilizing a curriculum infusion approach with a heavy emphasis on "hands-on" activities. In the 1974-75 school year his involvement in the career education movement increased further and the students in his class experienced a highly developed career-education-oriented approach to instruction throughout the year. This brief interim report is based on a preliminary analysis completed by New Educational Directions (NED) to determine whether this teacher's teaching effectiveness improved after his adoption of a career-education-oriented approach in the classroom as reflected in the academic growth of students during the course of a school year. To determine the caree education impact on student academic performance, a "pre-career-education class" (1972-73) was compared to a "career education class" (1973-74) for the same teacher. When the required test scores become available, additional comparisons will be made with the performance of his 1974-75 students.

The Science Research Associates' (SRA) Primary Mental Abilities Test is adminis tered to all sixth grade students in S.A.D. 51 each September. The total score, used in this study, is a deviation IQ with a mean of 102 and a standard deviation of 16.2.

The SRA Achievement Series Form F is administered to all sixth and seventh grade students in S.A.D. 51 each September. Scores on the total reading, total mathematics, and use of information sources scales were examined. Scores are expressed as "growth scale" scores, which are normalized standard scores. The growth scale is unique in that increments of growth remain equal over the entire scale spanning grades 2 to 12. The growth scale is therefore an interval scale, permitting the use of parametric statistical techniques.

Changes in growth scores on each of the three scales between the sixth-grade testing and the seventh-grade testing were computed for each student in the 1972-73 and 1973-74 classes. Several students in each group were eliminated on the basis of erratic and presumably unreliable scores as evidenced by dramatically lower scores at the second administration. Those students with incomplete scores were also eliminated. At this point, the mean ability score of the experimental group was 8 points higher than that of the comparison group, making comparisons in the achievement of these two groups inappropriate by introducing a bias in favor of the career education group. Several more students were therefore eliminated from the larger (comparison) group so that the mean ability scores of each group were approximately equivalent (108.69 and 109.04). Achievement scores were not referred to during this procedure.

Difference scores, computed as a student's seventh-grade growth score minus his/her sixth-grade growth score, were of interest. Mean difference scores were computed for each group on each scale:

Mean Difference Scores in Achievement

(Growth score from 7th grade minus growth score from 6th grade)

Group	N	Reading	Mathematics	Sources
Comparison (1972-73)	24	17.62	39.83	32.54
Career Ed (1973-74)	23	33.56	37.26	33.39

Differences between the groups on the mathematics and sources scales were judged to be of no significance either from a statistical or a practical point of view. The difference between the two groups in reading achievement was subjected to a t - test for independent groups. The greater achievement of the career education group is significant at the .025 confidence level ($t = 2.03$, $df = 45$, one-tailed).

These results therefore indicate that the teacher's adoption of career education activities in the curriculum appears to have affected his students' growth in measured reading achievement during the year they spend with him. When "post-scores" are available for the 1974-75 class, these will be examined to determine whether the trend became even more apparent as the career education program was developed more fully.

The Cumberland, Maine, Career Education Project is funded by the Office of Career Education, USOE, HEW under Section 406, Title IV, Public Law 93-380, Project Number 554AH50220, Grant Number G007502238.

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Memorandum for: THE RECORD

cc: Mr. Bagley
info cc: NED Staff

Subject: NED's October 8, 1975, Site Visit

Date: October 10, 1975

From: Fred Gannon

I. OVERVIEW

This one-day site visit was devoted to reviewing record-keeping procedures, discussing the mini-studies to be accomplished by Project GIVE during the current academic year, and a meeting with the Maine Title III director in Augusta.

II. GENERAL COMMENTS

The first impression which greeted the NED representative was the change of the Project GIVE facility from something resembling a garment district loft to an acceptably austere but functional office. This change provides an improved atmosphere which should encourage S.A.D. 51 staff and students to visit and to utilize th facilities and resources of the project.

The project is in the process of establishing a Youth Employment Service (YES) and Mr. Gannon reviewed the YES forms and procedures with Mr. Horton. This potentially valuable experience for students which can also provide a worthwhile service for the community appears to be well structured. Both forms and the YES procedures provide for all that is necessary to operate and to evaluate the program without being unnecessarily complex. This simplicity permits any of the project staff to oper the program if for any reason Mr. Horton is unavailable. In turn the YES program ca be responsive to requests without delays.

The project has already completed a Student Career Interest Survey at the senio high school level with results to be available for teachers immediately. Indeed, one teacher has already requested a summary of the results for her ninth grade class so that she may use them in planning career-education-related experiences for her students. Mr. Bagley will provide the instruments and this teacher will administer them as pretests for two of her classes (one = control; one = experimental) within the next ten days.

Mr. Bagley and Mr. Gannon discussed the data requirements for a mini-study concerned with student outcomes at the third-grade level with the teacher who has volun teered to be the experimental group. Mr. Bagley will provide her with the instrumen and data-gathering will commence by the middle of October.

The twelfth grade mini-study (see NED site report dated September 5, 1975) involving the students being trained to lead Vocational exploration groups and a mat group will not be administered a pretest as VEG training has already commenced for the experimental group.

Ms. Barnaby has assumed the responsibility for gathering the background information on the students in both the experimental and control groups.

In order to obtain a description of the demands on Project GIVE's staff time by the various aspects of the project, the project has implemented a modified log system. This system will allow project staff to classify their activities at one of three levels - professional, paraprofessional, or clerical - and to assign that time to one of seven areas of responsibility. Ms. Jellison will assume responsibility for providing Mr. Bagley with a summary of these records at specified intervals. This information should prove invaluable to Mr. Bagley in planning staff utilization and in relating staff efforts to project priorities.

Mr. Bagley and Mr. Gannon met with Mr. Dicenso, Maine's Title III Coordinator, to discuss strategies and approaches for preparing a proposal to obtain Title III funds to support the development of a regionalized feasibility study. Mr. Dicenso was most helpful and Mr. Bagley and Mr. Gannon will continue to define and prepare a proposal in this area.

The place of anecdotal records in a project evaluation was discussed. It was agreed that the exclusive use of such records for any phase of the evaluation would be inappropriate. However, it was further agreed that anecdotal records to illustrate and supplement other data can add a worthwhile dimension to an evaluation. Therefore, Project GIVE staff and cooperating teachers are encouraged to maintain such records and to provide them to NED so that they may be incorporated into the NED reports.

In summary, Project GIVE continues to make impressive gains in its mission utilizing an effective "soft sell" approach and maintains its responsiveness to the staff and students of S.A.D. 51.

III. NED's NEXT STEPS

Prior to the end of October NED will prepare and release an interim report on the grade six mini-study. Mr. Bagley will send NED the necessary additional test scores as soon as possible.

During the next site visit, the NED representative will:

(1) interview the S.A.D. 51 administrative staff;
(2) interview each of the Project GIVE staff;
(3) review project records - particularly the log system including the summaries of the logs - and Mr. Gannon and Mr. Bagley will make a decision concerning the value of maintaining a summary record of the various shadow and field trip evaluation forms;
(4) review inservice plans; and
(5) examine progress relative to the "Career Education Curriculum Guide(s)."

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Memorandum for: THE RECORD
cc: Mr. Bagley
info cc: NED Staff

Subject: NED's November 5, 1975 Site Visit
Date: November 18, 1975
References: NED Memoranda for The Record Dated 9/5/75 and 10/10/75
From: Fred Gannon

I. OVERVIEW

During NED's November site visit, Mr. Gannon met with each of the S.A.D. 51 administrative staff with the exception of the senior high school and with each of the individuals who are apt to be serving as the career education building representatives with the exception of Mr. Coddington who was ill. In addition, Mr. Gannon observed an inservice session provided by the Career Education Project staf for a group of junior high school teachers.

II. GENERAL COMMENTS

Although the career education building representatives had not met as a grou at the time of this site visit, each of them viewed their responsibilities in a similar way. That is, they are to meet once a month to be updated concerning new career education materials and activities which they in turn are to share witl the other teachers in their building which is consistent with the description of their responsibilities as published. It should be noted, however, that a meeting of this group was to be held the day following this site visit but that none of tl building representatives had received an agenda for that meeting nor were they aware of the nature of the meeting. In the future, the project director may wish to provide an agenda to this group prior to their monthly meeting and to indicate when and if any special preparation is desirable.

Quick responses to identified needs and harmonious relationships between the project and the S.A.D. 51 administrators have traditionally been outstanding characteristics of the project. Although not yet at a crisis stage, there are indications that the project's responsiveness is viewed as not being as great as has been and there are some indications that the project's relationships with some of the S.A.D. 51 administrative staff are beginning to show signs of strain. Mr. Bagley is viewed as personally withdrawing from work at the elementary and junior high school levels to concentrate his activities at the senior high school while relegating the elementary and junior high school activities to his "assistants."

At the elementary and junior high level the building administrators both indicated that there was an apparent breakdown in communications. "Things" were happening in their buildings but they were aware of them after-the-fact, or incidently informed about them by one of their staff members.

Mr. Joyce indicated that he was not provided opportunities for input into project activities and that a promised description of the junior high school workshop was not provided to him nor was he informed of any follow-up activities whicl may be planned for the workshop. Mr. Joyce did indicate that the "Careergram"

has greatly improved since last year but that other project services are not as good as they have been. He specifically noted a police department shadow for a student of Mrs. Payne where, as far as he knew, there had been no follow-up and, he believes, the use of project-provided speakers and field trips has decreased.

Mr. French's comments paralleled those of Mr. Joyce's but added that visitors have appeared to speak in classrooms, a career education building representative selected, and activities affecting school policy (i.e., selling food) have been carried out without his prior knowledge. He also indicated that he is not aware of any provision for him to have input into the curriculum packages which the project will be developing. In addition, he and Mr. Dews cited a lack of coordination between the project and Mrs. Jones on the scheduling of field trips as an area of concern.

At this point-in-time some of the project's faux pas are being "excused" on the basis of the inexperience of new staff members. However, NED feels that the director will wish to take steps to assure that those staff members are fully trained and briefed regarding both S.A.D. 51 and the project's policies and procedures. In addition, NED believes that the director will wish to take positive step to improve communications between the project and the S.A.D. 51 administrators, to provide them opportunities for input into project planning and activities, and to be personally more visible at the elementary and junior high school levels.

The lack of follow-up is also evident in the execution of the mini-studies discussed in NED's September 5 memorandum. The director is urged to see that the required steps are taken to assure that these studies are completed.

The junior high school inservice sessions which were observed apparently were an adequate first step in the development of units. In one of the sessions there was a great deal of peer teaching occuring and the project staff member encouraged this which I believe is positive. Less positive, however, was the implied and at times stated rationale for doing units was to help the project rather than to aid the teachers. If these sessions are to be on-going, the participants have every right to expect and to be provided with an overview and an indication of the "next steps."

III. GENERAL SUMMARY

As I read back over this report the Alka-seltzer television commercial that pictures a reviewer concluding a thoroughly negative review of a restaurant with the words ". . . the generally positive nature of this review is attributable to my Alka-seltzer." In this report we have focused on some of the less favorable aspects of the project so that the project director can act on those aspects. These comments should be read in the following context: S.A.D. 51's CAREER EDUCATION PROJECT OVERALL IS A FINE PROJECT, IS AN EXTREMELY STRONG ONE, AND IS PROVIDING OUTSTANDING SERVICES TO THE STAFF AND CHILDREN OF S.A.D. 51!

IV. NED's NEXT STEPS

Prior to the Christmas recess, NED would like to do a site visit and to again follow the same agenda as was followed for this one. It is our belief that in that brief time span, the project will have largely negated the critical aspects noted in this report.

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Memorandum for: THE RECORD
cc: Mr. Bagley
info cc: NED Staff

Subject: NED's January 15, 1976 Site Visit

Date: January 20, 1976

Reference: NED Memorandum for The Record Dated 11/18/75

From: Fred Gannon

I. OVERVIEW

During NED's January site visit, Mr. Gannon met with each of the S.A.D. 51 administrative staff except Mr. Dews who was out of town. He also met with Mr. Steve Hill, junior high school career education building coordinator. It had been planned for me to observe a building coordinator's meeting but the meeting had to be canceled. (Perhaps it will be possible to observe this group during NED's scheduled February 26-27 site visit). This NED visit occurred approximately a week after the visit of Doris Shaken, OCE monitor. Therefore, Mr. Bagley and Mr. Gannon spent some time reviewing the results of that visit and discussing the project's future.

II. GENERAL COMMENTS

In NED's November 18, 1975 memorandum, I was quite critical of what appeared to be a breakdown in communications between the project and S.A.D. 51's administrat and some slackening of the project's follow-up of requests. I AM PLEASED TO REPORT THAT BOTH OF THESE AREAS ARE NO LONGER DEFICIENT. Once again, quick responses to identified needs and harmonious relationships between the project and the S.A.D. 51 are hallmarks of the project. It was suggested that, if at all feasible, a member of the project staff personally follow-up with teachers after a field trip, shadow, or guest speakers. Such a follow-up would provide an opportunity for the project staff to assess the quality of the experience, to suggest follow-up activities, and would demonstrate the project personnel's interest in activities.

Ms. Shaken recommended more group inservice activities. However, the S.A.D. 51 staff with which I discussed the matter endorse the project's strategy of inservice through consultation. NED agrees with the S.A.D. 51 staff in this matter.

There continues to be an honest philosophical difference between the senior high school principal and the project director. This difference centers on what each views as the appropriate setting for a learning experience with Dr. Yeo's position being that in only the most unusual circumstances should a student be absent from a regularly scheduled classroom period.

The project is maintaining logs for all of their various functions. Based on the summary of December's logs, this information should be useful in the preparatio of proposals and in planning for the 1976-77 year as it provides data on how projec staff can be deployed.

Mr. Bagley is preparing a community survey to assess the regional interest in receiving career education services. I reviewed the instrument which Mr. Bagley has developed and it appears to be well done.

In addition to the mini-studies noted in earlier memoranda, student data to assess the project's impact will be obtained at grades 3, 4, 8, 9, and 12. There is available either good baseline data and/or control groups at each of these levels

The project's impact on S.A.D. 51 teachers will be demonstrated by the number of teachers involved with the project each year. It will also be assessed by a teacher questionnaire administered in April. Because of budget limitations, however teacher interviews will not be conducted during this year.

Ms. Shaken indicated the need for the project to take affirmative action concer ing sex stereotyping in project materials and efforts. This may be a fruitful area for the building coordinators to consider. NED will discuss this matter with Mr. Bagley during our next site visit.

III. SUMMARY

The project appears to be progressing well on all fronts. Of highest priority at this point in time will be planning (and proposal writing) for the 1976-77 academic year. A statement of administrative support will be most helpful in the proposal writing endeavors.

IV. POST SCRIPT

This site visit marked the beginning of the third year of association between NED and S.A.D. 51's career education program. During that period NED has been privileged to view a fledgling project develop into a viable program of services responsive to both student and teacher needs. It is NED's judgment based on the available evidence that a firm base for career education has been provided in S.A.D. 51. This does not mean that career education is "here to stay" in S.A.D. 51 without further effort. It does mean that in the years to come, the S.A.D. 51 career education program can continue to develop and can continue to be a truly exemplary progra given some local maintenance support.

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Memorandum for: THE RECORD
cc: Mr. Bagley
info cc: NED Staff

Subject: NED's February 26, 1976 Site Visit

Date: March 8, 1976

From: Fred Gannon

This one-day site visit largely was spent with the project director and I discussing sundrey project-related matters and pulling together loose ends relative to this year's assessment of the project. The major topics discussed were

(1) teacher questionnaires to be administered the week of April 5 were reviewed and revised;
(2) data-gathering procedures and data sources as related to the project's current objectives were re-examined;
(3) the project's very fine proposal to OCE and plans for the development of an experienced-based career education proposal were discussed; and
(4) teacher responses to recent inservice programs were considered.

On the basis of our discussion teacher questionnaires were revised and student questionnaire items were identified. The revised teacher questionnaire and a draft student questionnaire are enclosed with this memorandum.

NED is willing to review and/or discuss with Mr. Bagley the proposal for an experienced-based career education program which the project is developing and this willingness was related to Mr. Bagley.

Ms. Barnaby and I discussed how to assess teachers' reactions to the various career-education-oriented instructional units developed by S.A.D. #51 teachers and distributed by the project. It was decided that each time one of the units is utilized, a member of the project staff, usually Ms. Barnaby, will interview the teacher who has used it. The interviewer will attempt to establish and record responses in the following five categories:

(1) The unit used and the grade level at which it was used;
(2) If the unit was modified, how;
(3) How successful in terms of both (a) benefits to students and (b) accomplishing the unit's stated goals was the exercise;
(4) The unit's appropriateness for the group with which it was used and, if inappropriate what aspects contributed to that inappropriateness; and
(5) A summary of the suggested evaluation activities which are provided for virtually every unit.

Mr. Bagley expressed some concern relating to the evaluation forms for three project provided inservice programs. Four teachers had responded for a January 7, 1976, session. Three of these teachers indicated the session was unnecessary and unproductive while the fourth one did not respond to this item. These four individua[illegible] evenly divided with half of them indicating support for the basic principles of career education in the elementary schools. However, the comments of the teachers

who responded negatively indicate that they are equating career education with vocational education and/or the making of specific career choices. It is suggested that it may behoove the project staff to consult with these two teachers in an attempt to convey to them the purposes of career education in the elementary school. It must also be noted concerning these four teachers that ALL of them commented positively regarding project-provided resource people and/or materials.

Evaluation forms were available for five teachers who had attended a similar inservice program on February 4, 1976. Three of the teachers in this group rated the program as worthwhile, one as necessary, and one as unnecessary. The one who rated the program as unnecessary also indicated no support for career education at the elementary level and this individual's comments also demonstrated the same lack of understanding concerning career education that was noted above for the January 7 group. One other teacher in the February 4 group indicated support for elementary career education but indicated that he or she did not know exactly what to do at the K-3 levels. Once again, it seems likely that these two teachers might benefit from the project's consulting services.

Seven inservice evaluation forms were available for a third elementary program held on February 11, 1976. For this group, five responded that the program was worthwhile and the other two indicated that it was necessary but too time consuming. All seven persons in this group indicated that they support the basic principles of career education in the elementary schools.

Although the teacher responses to the January 7 inservice program would seem to indicate that the session was something less than an unqualified success, the evaluations for all three sessions do indicate a high level of success. As noted above, negative responses seem to be a direct corollary of a lack of understanding relevant to the purpose of career education in the elementary school.

In an ongoing concern for providing the best possible services, the project obtains information from both the users and the providers of its services. Attachments A-J to this memorandum summarize the students' and the sponsors' evaluations of speakers, field trips, mini-field trips, classroom visitors, and shadow activities provided by the project from September, 1975, until March 1, 1976. It appears that in general students are well prepared to benefit from these experiences and both sponsors and students view these activities as valuable.

NED's next site visit is scheduled for March 24, 1976. During that visit I will wish to spend about two hours with Ms. Barnaby and will wish to interview the four high school students who were originally involved in the VEG leadership training program.

STUDENTS' EVALUATION OF SPEAKERS
as a rounded percent of total

N = 89 as of March 1, 1976

1. How well prepared were you for the speaker?

   15 well prepared 80 somewhat prepared 4 no preparation 1 omit

2. Was this a good learning experience for you? 79 yes 8 no 13 don't know

3. Did the person you were listening to demonstrate an active interest in helping you learn about his/her job? 67 yes 12 no 18 don't know 2 omit

4. Do you feel you demonstrated sincere interest in learning about his/her career?
   65 yes 32 no 2 omit

5. Did the speaker answer your questions satisfactorily? 80 yes 12 no
   8 omit

6. After hearing this person, do you think you would like a career in his/her area?

   8 yes 61 no 32 don't know

7. How many new things did you learn about this area of work?

   19 a great many 46 some 33 few 2 none

8. Was the length of time you spent listening to this person:

   61 about right 17 too short
   14 too long 9 omit

9. Would you like to hear another speaker in the same area of work?

   30 yes 36 no 23 don't know 11 omit

10. Would you like to listen to someone in a different area of work?

    60 yes 2 no 28 don't know 10 omit

ATTACHMENT B

SPEAKERS' EVALUATION OF THE EXPERIENCE
as a rounded percent of total

N = 6 as of March 1, 1976

1. Were the students well prepared before you came? 67 yes 17 no 17 don't know

2. Was this a good learning experience for the students?
   50 yes -- no 50 don't know

3. Did the students demonstrate an active interest in your career area?
   100 yes -- no -- don't know

4. Did the students ask good questions? 100 yes -- no

5. How many new things do you think the students learned about your area of work?
   50 a great many -- some 50 few -- don't know

6. Was the length of time you spent with the students
   67 about right 17 too long 17 too short

7. Did the visit inconvenience you? 17 yes 83 no

8. Would you be willing to visit another classroom? 83 yes 17 no

ATTACHMENT C

STUDENTS' EVALUATION OF CLASSROOM VISIT
as a rounded percent of total

N = 89 as of March 1, 1976

1. How well prepared were you for the speaker?

   16 well prepared 79 somewhat prepared 5 no preparation

2. Was this a good learning experience for you? 79 yes 7 no 14 don't know

3. Did the person you were listening to demonstrate an active interest in helping you learn about his/her job? 67 yes 11 no 20 don't know 1 omit

4. Do you feel you demonstrated sincere interest in learning about his/her career?

   65 yes 33 no 2 omit

5. Did the speaker answer your questions satisfactorily? 83 yes 12 no 5 omit

6. After hearing this person, do you think you would like a career in his/her area?

   7 yes 62 no 32 don't know

7. How many new things did you learn about this area of work?

   19 a great many 47 some 32 few 2 none

8. Was the length of time you spent listening to this person:

   61 about right 17 too short
   13 too long 9 omit

9. Would you like to hear another speaker in the same area of work?

   30 yes 36 no 23 don't know 11 omit

10. Would you like to listen to someone in a different area of work?

    60 yes 4 no 27 don't know 10 omit

ATTACHMENT D

VISITORS' EVALUATION OF THE EXPERIENCE
as a rounded percent of total

N = 6 as of March 1, 1976

1. Were the students well prepared before you came? 67 yes 17 no 17 don't know

2. Was this a good learning experience for the students?
50 yes -- no 50 don't know

3. Did the students demonstrate an active interest in your career area?
100 yes -- no -- don't know

4. Did the students ask good questions? 100 yes -- no

5. How many new things do you think the students learned about your area of work?
50 a great many -- some 50 few -- don't know

6. Was the length of time you spent with the students
67 about right 17 too long 17 too short

7. Did the visit inconvenience you? 17 yes 83 no

8. Would you be willing to visit another classroom? 83 yes 17 no

ATTACHMENT E

STUDENTS' EVALUATION OF FIELD TRIP
as a rounded percent of total

N = 97 as of March 1, 1976

1. How well prepared were you for this field trip?

   25 well prepared 66 somewhat prepared 8 no preparation 1 omit

2. Did you learn a lot from this field trip? 81 yes 18 no 1 omit

3. Did the person(s) conducting the field trip show an interest in helping you learn about jobs? 80 yes 6 no 14 don't know

4. Do you feel you showed a sincere interest in learning about the area you visited?
   68 yes 17 no 16 don't know

5. Did the sponsor answer questions so you could understand?

   81 yes 18 no 1 omit

6. How many new things did you learn about this area of work?

   30 a great many 42 some 22 few 5 none 1 omit

7. The amount of time you spent on this field trip was

   56 about right 3 too long 41 too short

8. Do you think the activities you saw showed what was usually done for the job(s)?
   78 yes 7 no 11 don't know 3 omit

9. Would you like to go on another field trip covering jobs like those you saw?

   52 yes 21 no 28 don't know

10. Would you like to go on another field trip but covering different kinds of jobs?

    72 yes 6 no 21 don't know 1 omit

ATTACHMENT F

SPONSORS' EVALUATION OF FIELD TRIP
as a rounded percent of total

N = 9 as of March 1, 1976

1. Were the students well prepared before coming to you?

   56 yes -- no 44 don't know

2. Was this a good experience for the students? 78 yes 11 no 11 don't know

3. Did the students ask good questions related to jobs and careers?

   56 yes 44 no

4. How many new things do you think the students learned about this area of work?

   56 a great many 44 some -- few -- don't know

5. Was the length of time the students spent with you

   78 about right -- too long 22 too short

6. During the time the students were with you, were the activities seen by the students representative of the area(s) visited in general? 100 yes -- no

7. Did the students "get in the way" or inconvenience you or other workers?

   11 yes 89 no

8. Would you be willing to sponsor another group of students for a field trip?

   100 yes -- no

ATTACHMENT G

STUDENTS' EVALUATION OF MINI-FIELD TRIP
as a rounded percent of total

N = 14 as of March 1, 1976

1. How well prepared were you for this field trip?

   43 well prepared 57 somewhat prepared -- no preparation

2. Did you learn a lot from this field trip? 79 yes 21 no

3. Did the person(s) conducting the field trip show an interest in helping you learn about jobs? 86 yes 14 no -- don't know

4. Do you feel you showed a sincere interest in learning about the area you visited?

   93 yes -- no 7 don't know

5. Did the sponsor answer questions so you could understand? 86 yes 14 no

6. How many new things did you learn about this area of work?

   29 a great many 50 some 21 few -- none

7. The amount of time you spent on this field trip was

   50 about right -- too long 50 too short

8. Do you think the activities you saw showed what was usually done for the job(s)?

   79 yes 7 no 7 don't know 7 omit

9. Would you like to go on another field trip covering jobs like those you saw?

   71 yes 7 no 14 don't know 7 omit

10. Would you like to go on another field trip but covering different kinds of jobs?

    29 yes 29 no 43 don't know

ATTACHMENT H

SPONSORS' EVALUATION OF MINI-FIELD TRIP
as a rounded percent of total

N = 4 as of March 1, 1976

1. Were the students well prepared before coming to you?
   100 yes -- no -- don't know

2. Was this a good experience for the students?
   100 yes -- no -- don't know

3. Did the students ask good questions related to jobs and careers?
   100 yes -- no

4. How many new things do you think the students learned about this area of work?
   50 a great many 50 some -- few -- don't know

5. Was the length of time the students spent with you
   50 about right -- too long 50 too short

6. During the time the students were with you, were the activities seen by the students representative of the area(s) visited in general? 75 yes 25 no

7. Did the students "get in the way" or inconveneince you or other workers?
   -- yes 100 no

8. Would you be willing to sponsor another group of students for a field trip?
   100 yes -- no

ATTACHMENT I

STUDENTS' EVALUATION OF SHADOW
as a rounded percent of total

N = 16 as of March 1, 1976

1. How well prepared were you for your shadow experience?

   56 well prepared 44 somewhat prepared -- no preparation

2. Was this a good learning experience for you?

   63 yes 19 no 19 don't know

3. Did the person you shadowed demonstrate an active interest in helping you learn about his or her job? 75 yes 19 no 6 don't know

4. Do you feel you demonstrated sincere interest in learning about this career?

   94 yes 6 no

5. Did the sponsor answer your questions satisfactorily? 88 yes 13 no

6. After shadowing this person, do you think you would like a career in his or her area? 56 yes 6 no 38 don't know

7. How many new things did you learn about this area of work?

   38 a great many 31 some 13 few 19 none

8. Was the length of time you spent shadowing this person

   56 about right 31 too long 13 too short

9. Do you think the activities you saw were representative of the job in general? 75 yes 6 no 19 don't know

10. Would you like to shadow another person in the same area of work?

    63 yes 31 no 6 don't know

11. Would you like to shadow someone in a different area of work?

    50 yes 19 no 31 don't know

ATTACHMENT J

SPONSORS' EVALUATION OF SHADOW
as a rounded percent of total

N = 17 as of March 1, 1976

1. Was this student well prepared before coming to you?
   76 yes -- no 24 don't know

2. Was this a good learning experience for the student?
   71 yes -- no 29 don't know

3. Did the student demonstrate an active interest in your career area?
   94 yes 6 no -- don't know

4. Did the student ask good questions? 88 yes 12 no

5. After spending time with this student, do you believe a career in your area would be appropriate for the student?
   41 yes -- no 47 don't know 12 omit

6. How many new things do you think the student learned about your area of work?
   18 a great many 47 some 24 few 12 don't know

7. Was the length of time the student spent with you
   77 about right -- too long 24 too short

8. During the time the student was with you, were your activities representative of your job in general? 94 yes 6 no

9. Did the student "get in your way" or inconvenience you? -- yes 100 no

10. Would you be willing to sponsor another student for a shadow experience?
    94 yes 6 no

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Memorandum for: THE RECORD

cc: Mr. Bagley
Ms. Barnaby

Subject: NED Site Visit
May 12, 1976

Date: May 19, 1976

Reference: Project No. 554AH50220
Grant No. GOO7502238

From: Fred Gannon

I. OVERVIEW

During this one-day site visit I was able to meet with each of the career education building representatives, the S.A.D. #51 administrative staff save Mr. Dews and Dr. Yoe, and three of the four Greely High School seniors who originally enrolled in the VEG training program. I also had an opportunity to discuss Project G.I.V.E.'s current activities and refunding proposals with Mr. Bagley and Ms. Barnaby. In addition, I was able to give the curriculum materials being assembled by Ms. Barnaby a cursory examination.

II. GENERAL DISCUSSION

On the basis of my discussions with the career education building representatives, it appears that, as a group, these individuals are doing an outstanding job of promoting career education activities in their schools and of making their colleagues aware of the availability of Project G.I.V.E. materials and services. Three of the four building representatives seem to be enthusiastic supporters of career education at their levels and the fourth one has already shared some reservations with Mr. Bagley and should be replaced as a building representative for the coming year. Each of the building representatives did have constructive suggestions concerning the position in the future. These suggestions included:

(a) Establish a nominal fund for projects at each school so that teachers can obtain materials for career education projects even late in the school year;
(b) It might be beneficial to include Mr. Dews in the building representatives' monthly meetings since he is responsible for K-6 instruction. His counsel is frequently sought by classroom teachers and it would be advantageous if he were fully aware of new instructional materials available through the project;
(c) Feedback from the project and from the building representatives to teachers is important and should be a routine matter. It was suggested that the building representatives working with the project staff could develop a simple feedback system for the coming year;
(d) Some of the high school teachers and students have direct contact with the project staff and the building representative is frequently unaware that these contacts have been made. It would be helpful if the project office could alert him to such contacts; and
(e) The recent building representatives marathon was viewed as a very positive experience by the representatives. It was suggested that some similar activity each quarter would serve to "keep the building representatives on their toes."

In speaking with the building representatives and other S.A.D. #51 staff, I noticed that they tend to refer to the career education program rather than to the career education project. This situation well may be viewed as an index of the high level of acceptance which the project has earned within the district during the past three years and may be interpreted as a tribute to Mr. Bagley and his staff.

In general, the junior high school and elementary school principals view the project and its efforts positively. They both, however, did refer to the need for open communication between the project and the building administrators. Their specific comments have been shared with Mr. Bagley.

On the basis of my interviews with the two high school seniors who have been trained and are serving as Vocational Exploration Group (VEG) leaders, it appears this is a positive experience for them and is congruent with their vocational plans. I did have an opportunity to sit in on one of the sessions led by one of them during my last site visit and the session was well managed by the student leader. Because of the apparent benefits for both the student leaders and the VEG participants, this aspect of the project's services may well warrant expansion during the coming year.

The project is obligated to produce a career education curriculum guide. The guide is nearing completion. On the basis of a review of a draft copy of the curriculum guide, it appears that this will not be a unique document. I would guess that the actual utilization of the guide by teachers will be minimal. Therefore, I suggest that time be spent making the introduction as clear and as concise a statement as possible of what is career education K-12 but that the project not expend a great deal more energy on this product.

III. SUMMARY

Remarkable is the absence of signs of the "closing out jitters" for this project. The staff is aware that their current funding is in its final weeks but the over-riding concern appears to be the continued provision of services. There is, of course, some planning for the contigency that refunding may not materialize but there is an air of optimism concerning the future coupled with purposeful action in the form of well developed funding proposals. The project staff is congratulated for this situation.

Attachment C

Student Survey

Grades 9-12

As a student in SAD #51 how you look at things and how you feel about your experiences is important to all of those people who plan and provide for your programs. You can have a voice in what happens in the the future. One of the ways you can help is to answer the following questions by placing a checkmark ( ) next to the response that best describes your thinking. Thank you for your time and thoughts.

Career Education Project Staff

1. Grade: ___9 ___10 ___11 ___12 Sex: ____male ____female

2. After high school I plan to
___join the military ___get a fulltime job ___go to business or vocational school
___go to a two- or four-year college ___enter an apprenticeship program ___become a homemaker ____ I don't know

3. Through my classes, I have had a chance to learn about
___one ___two ___ three ____four or more ___no groups of jobs.

4. Through shadowing, mini-field trips and/or field trips I have had
___one ___two ___three or more job visits.

5. As a part of my school work, I have reported on a career of interest to me.
___yes ___no

6. I understand why I am taking the classes I take.
___yes ____no ____not sure

7. I feel Greely High School has enough different classes available to prepare you for what you wish to do when you leave high school.
___yes ___no
If no, what other kinds of classes would you like to see available?

8. I have visited an institution that has vocationally directed learning?
___yes ____no

9. Have you participated in any shadow experiences?
____yes ____no
If yes, (a) were you well prepared before you shadowed? __yes __no
(b) was there any follow-up of your shadow experiences?
____yes ____no
(c) please indicate how many times you have shadowed since you have been at Greely High School:_____

10. Do you find the Guidance Department helpful in learning about jobs and careers?
___very helpful ___quite helpful ___some help ____no help

11. Did you start contact with the Guidance Department or did you respond when they contacted you?
___I usually contact them ___They usually contat me ___It is about half and half.

12. In what way does the Guidance Office serve you?_____ _____
_____
_____
_____

13. Are there other ways in which the Guidance Department can assist you? ___yes __no
If yes, please note some ways below.
_____ _____
_____
_____
_____

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G.I.V.E. HIGH SCHOOL FOLLOW-UP

In December of 1975, the staff of Project G.I.V.E. designed a follow-up questionnaire for high school graduates and mailed questionnaires to each member of Greely High School's graduating classes of 1971, 1972, 1973, 1974, and 1975. This report summarizes highlights of the results, focusing on the possible effects of and the need for career education.

Members of the class of 1971 are now about 23 years old and have been out of high school for almost five years; the 1975 graduates are about 19 and graduated less than a year ago. Some differences in results among classes can be attributed primarily to these age differences. However, it seems that factors other than age influenced responses to several key questionnaire items. High school experience in career education may well be one of these "other" factors.

In the fall of 1973, Project G.I.V.E. began operation and Greely High School first became involved in career education at that time. The classes of 1974 and 1975 were exposed to career education, with the class of 1975 benefitting from the more comprehensive program.

The following table shows response rates to the mailed questionnaire, which were quite high, particulary for the 1972 and 1975 classes.

Class	# in class	# of returns	response rate
1971	85	32	38%
1972	85	52	61%
1973	93	36	39%
1974	114	47	41%
1975	103	53	51%
TOTAL	480	220	46%

The bulk of the 1971 class, 81%, is currently employed. Among the 1972-75 classes, between 53 and 56 percent are employed at present. In the two older groups most employed individuals work full-time, but about one-third of the 1973, 1974, and 1975 graduates who are employed work only part-time.

Two reasons accounted for all unemployment among 1971 respondents; one person is in medical school and four are full-time homemakers. Most unemployed graduates from 1972-1975 are pursuing post-secondary education. (1972 - 65%; 1973 - 56%; 1974 - 82%; 1975 - 91%) Other reasons cited for unemployment are: seeking a job (1972 - 10%; 1973 - 19%; 1974 - 9%; 1975 - 9%) and working as a full-time homemaker (1972 - 15%; 1973 - 6%). Only one individual who responded to the questionnaire, a 1972 graduate, reported unemployment due to a lack of jobs in his or her field.

As shown in the table below, the proportion of each class who entered post-secondary education programs increased each year until 1973, then began a decline. The percentage of each class who pursued post-secondary education in other than 4-year degree programs showed the same trend.

Several questionnaire items indicated retrospective attitudes towards the relevance of high school. A fairly large proportion believed that they could have obtained their present or most recent jobs without high school (1971 - 22%; 1972 - 53%; 1973 - 36%; 1974 - 52%; 1975 - 64%). The trend for younger individuals to see less need for a high school education in order to obtain their jobs may be explained by the nature of these jobs. Those who have held more than one job since graduation were asked whether a high school education was needed to obtain their first job after leaving school. An even larger proportion of each group believed that high school was unnecessary for their first job (1971 - 57%; 1972 - 85%; 1973 - 37%; 1974 - 70%; 1975 - 72%).

Even though the career education classes' responses may at first seem disconcerting, they may indicate a realistic perception of the world of work.

Regardless of work or educational experiences, each respondent was asked to check the high school courses which best prepared him or her for life and those which were least helpful. The table below shows for each curriculum area the percentage of each class considering that course helpful. The "least helpful" responses are shown in parentheses.

	1971	1972	1973	1974	1975
English	82	62	75	68	66
	(0)	(4)	(8)	(13)	(13)
Latin	12	4	0	6	4
	(19)	(27)	(36)	(19)	(30)
French	12	7	11	17	9
	(9)	(29)	(33)	(23)	(45)
Math	82	51	69	62	60
	(0)	(7)	(19)	(11)	(15)
Social Studies	38	38	36	47	32
	(32)	(31)	(31)	(23)	(30)
Physical Education	41	18	39	21	30
	(16)	(20)	(19)	(32)	(21)
Industrial Arts	22	18	36	4	17
	(3)	(13)	(11)	(2)	(6)
Art	3	20	25	13	11
	(13)	(16)	(28)	(17)	(53)
Science	50	53	61	75	70
	(16)	(11)	(8)	(13)	(13)
Home Economics	34	22	14	19	17
	(6)	(7)	(17)	(9)	(13)
Music	10	13	17	8	6
	(19)	(22)	(31)	(15)	(30)
Business	16	2	11	2	2
(not on list)	(0)	(0)	(0)	(0)	(0)
Health Occupations	0	0	0	2	0
(not on list)	(0)	(0)	(0)	(0)	(0)
Average # of helpful areas checked	4.02	3.08	3.94	3.47	3.42
Average # of unhelpful areas checked	1.33	1.82	2.41	1.77	2.69

These data could hardly be considered supportive of the contention that career education heightens appreciation for the value of formal education. However, it is possible that attitudes towards high school as a learning place naturally become more positive as one is more removed in time from those experiences, and that the 1974 and 1975 classes will place higher value on high school instruction several years from now.

In summary, responses to the multiple-choice items on the follow-up questionnaire provide some evidence that career education has had a positive impact on 1974 and 1975 graduates in the following ways:

1. Increased ability and/or desire to find a job;
2. Increased tendency to pursue educational plans to completion; and
3. Improved job satisfaction early in one's career.

Whereas this study can yield only tentative conclusions concerning the EFFECTS of career education to date, it left no doubt concerning the NEED for career education. The final item of the questionnaire called for recommendations to students interested in the respondent's field of study or employment. Many individuals in each class specified high school courses which would be helpful and recommended particular post-secondary institutions appropriate for their fields. These comments will be a valuable resource to Greely's present students investigating particular career areas.

However, graduates' recommendations went far beyond the topic of academic preparation. Themes which appeared again and again were: academic skills are more necessary than you may think; Get to know yourself before you decide what you're going to do; Try to develop at least one saleable skill; Learn all you can about the field before you decide to pursue it; and Give serious thought now to your future plans. Examples of comments relating to each theme are given by class. Some comments are capsulized, but those in quotation marks are taken directly from the questionnaires.

1971

Get actual work experience in a related field.
Take a year off before college to find out your interests.
Counselors should point out the possibility of alternate educational paths, such as prep schools to the college-bound.
Science teachers should explain the system of scientific communication through professional journals and discuss the job insecurity of the researcher, who relies on grants and contracts for funding.
College-bound students need more information concerning the academic and social nature of the college setting.
Before choosing a college or major, talk to upperclassmen and graduates from the program and check the job placement history of program graduates.
More courses are needed for the potential blue collar worker.

"I firmly believe in a good education, no matter what the chosen field may be. I only wish that I could have realized this more fully in h.s."
"Don't underestimate yourself."
"Get out and invest your summers working in hospitals or nursing homes--it's a great learning experience--builds confidence and allows you to be certain whether nursing is exactly what's right for you."
"Don't go to a four year college unless you're interested in a profession in medicine, science, or engineering, for example, don't go into liberal arts or psychology--go to a vocational school--there are better chances of getting a job with a definite skill."

1972

Unless you plan to get a graduate degree, a liberal arts education should be supplemented by business courses.

College-bound students should take business courses in order to get interesting and high-paying summer jobs. Typing and shorthand are also useful in college.

There should be more stress in school on decisions students make towards their goals in life. Let them know what possibilities there are, but without pressuring them into a particular decision.

"Know your interests, capabilities, and limitations."

"There are many who do not wish to pursue the acquisition of college knowledge and have not been shown any other way. Please give it a thought."

"Students should get as much knowledge for the career they want, before setting their mind on something, to go to college, and wished that they had checked out 3-4 possible careers, and decided from them."

"I think the school should build up their co-operative education course (this is what got me interested in a career field) also offering more help to students who apply to secondary schools--helping with applications, getting grants, tests necessary, etc."

"I recommend that the guidance and career people help students not only to choose a career, but also help him see into the future and determine what kind of job opportunities he will have after obtaining his degree. I can think of nothing worse than going through four years of college and then finding no job openings in what one was trained for. Thank goodness I only went through two years. I would be twice as upset if I spent two more years of school in Marine Biology--only to find out there are very little job opportunities for Marine Biologists in Maine."

"I would recommend to anyone, regardless if he/she is pursuing a college-educated career, to enroll in some business related courses to learn how to manage your own money, income tax forms, etc."

"I would recommend that a part time job, which is related to a student's choice of study, be pursued so that a working understanding could be gained along with school work."

"Don't take a college course in High School as my mistake was. Industrial Arts--Albebra--Math-related subjects--Physics--The thing is most kids think industrial arts is a place to goof off. They worry too much what other people will think of what they are taking. High school is a preparation for basic life around you NOT a career. More time should be taken to instruct a student on daily problems such as their parents run into every day. The reason I say that school is not a prep for career is 90% of the students have no idea what so ever what they'll do for the rest of their lives in their junior year or sometimes 5 years afterwards."

"Don't go to college without any specific objectives in mind, and don't think that you will find your vocation after you get there. Experience and thought in the real world will point you where you will go. College will help you get there after you know."

"Experience is the best teacher."

1973

Get a volunteer or part-time job in a place you'd like to work later on.

Investigate post-secondary programs thoroughly before you enter one.

1973 cont.

"Specialize as soon after H.S. as possible rather than wandering around--goals will be realized much quicker."
"Enjoy High School. But know what you are going to do when you get out."
"Consumer Economics courses should be required. A career education course might be an idea; a survey of career opportunities."
"Introduce more outside speakers, expose them to small groups of students--crowd people into the gym and you've guaranteed apathy."
"Reflect back on childhood interests and find out where you enjoyed spending your time (involved in what activities?) Move away from familiar situations and get involved with new people and ideas."

1974

Get as much work experience as you can.
High school students should be allowed more responsibilities to prepare for those they'll be forced to take later on.
Don't bother going into this field--there's no jobs.
Travel as much as possible--it's a fantastic learning experience.

"Appreciate high school even though it sometimes gets on your "case." Do not waste your precious four years because after you have graduated you're on your own and education is important!!
"Develop a saleable skill, know one thing very well and people will want you for your expertise.
"Find at least 1 major resource person and observe, speak and question them--very valuable!!

1975

"Make sure very sure it is what he or she wants to do possibly for the rest of their lives. Don't gamble with such major decisions which affect your future."
"There are too many people in this field already--forget it!"
"You should prepare yourself to do most any kind of work because what you think you want might be hard to get into or not what you thought it was going to be like."
"In a sense I haven't begun my career; I've worked and studied the demand and requirements needed for the job I want. Working has given me a taste of what life is going to be like from on. All I say is I want to go back to school and acquire the education needed to start me off in the right direction."
"Make sure you really want the career you pick."
"Visit a hospital lab to see what actually is involved in the job before you decide to major in it."
"Look into it very carefully before deciding, talk to someone in the field."
"Have some experience i.e., nurses aid work before making a definite decision. Many students do not realize what nursing is all about until it's too late."
"We must constantly relate what we "know" to our everyday life. Being "creative" I feel, is the rudiment to using what we know. And we are all creative to an extent. If we do not know "of" the world; how can we possibly understand why we are learning? If we do not "know" ourselves; how can we possibly have a desire to learn at all? The desire to learn and to love is innate. And environments that suppress creative expression, creative thought, and creative teaching destroy any desire to learn; as much of this is inhibited in our world today and in our schools, which are the foundations of our world, we begin to defeat our whole purpose as "free" human beings and become "computer programmed."

Class	Beginning post-secondary program	4-year	Other	
1971	56%	50%	6%	56
1972	64%	44%	20%	60
1973	69%	41%	28%	69
1974	68%	47%	21%	68
1975	55%	40%	15%	55

No respondents from the 1974 and 1975 (career education) classes have dropped out of a post-secondary program. In the previous classes, post-secondary drop-out rates are 1971 - 11%; 1972 - 21%; 1973 - 12%. Perhaps career education experiences resulted in fewer decisions to pursue further education, but those who made the choice did so with greater conviction than graduates from previous years.

One particularly interesting result of the survey concerns the proportion of each class who have been employed at some time since graduation. Although all 1971 respondents have held jobs, only 84% of the 1972 class and 78% of the 1973 class have been employed at any time since high school. In contrast to the 1972 and 1973 classes, almost all 1974 and 1975 graduates have held jobs since graduation (94% and 96%, respectively), even though they have had less time to seek and engage in employment. It is likely that career education resulted in more desire to work, even during school vacations, and/or in better job seeking and employability skills.

Those who have worked at some time since high school graduation were asked to indicate their over-all satisfaction with their present or most recent jobs. Perhaps because their jobs tend to be higher level and more permanent in nature, the oldest group is generally most satisfied with their jobs, with 85% indicating "very" or "fairly" satisfied. Over-all job satisfaction decreases from 79% to 68% positive responses between 1972 and 1974. However, 1975 graduates are about as positive towards their present or most recent jobs as 1972 graduates, with 77% positive responses.

The following table shows the particular aspects of jobs each group sees as a source of job satisfaction. (Numbers in the table indicate the percentage of each group who checked each item):

What do you like about your job?	1971	1972	1973	1974	1975
Pay	28%	58%	68%	64%	67%
Interesting Work	37%	55%	64%	45%	60%
Good Co-workers	41%	71%	75%	59%	71%
Able to make use of your own skills on the job	34%	50%	60%	41%	49%
Security of the job	31%	45%	50%	27%	33%
Satisfaction with the work itself	31%	50%	64%	23%	47%
Good working conditions	25%	40%	57%	45%	56%
Responsibility	37%	61%	68%	39%	53%
Average number of satisfiers checked	2.64	4.30	5.06	3.43	4.63

Whereas the oldest group indicated the greatest overall job satisfaction, they also cited the fewest sources of that satisfaction. It could be that the older worker converges onto a few very important things from which his or her satisfaction is derived. Younger persons in entry-level positions are able to see positive aspects of their jobs, even if their over-all satisfaction is relatively low. Perhaps if given the opportunity to clarify their questionnaire responses, many recent graduates would say, "This job is fine for now, but I wouldn't want to do it forever."

1975-76 PROJECT GIVE---CLASSROOM ACTIVITIES RECORD

TEACHER_____ Page ___ of ___ CLASS PERIOD____ (high school only)

A Date	B Students In	C Activity Type														D Career Education Elements										E Content Area						F Duration	G Quality			H Additional Description and/or Comments optional
		field trip preparation	field trip	field trip follow-up	shadow preparation	shadow	shadow follow-up	class project	class report-oral	class report-written	class discussion					appreciations & attitudes	self awareness	decision-making	educational awareness	career awareness	economic awareness	skill awareness	employability skills			Social Studies	Mathematics	Science	English/ Language Arts	Reading	Health		High	Average	Low	

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Project GIVE

Submitted To:

Elwood A. Padham, Associate Commissioner
Bureau of Vocational Education
Department of Educational and Cultural Services
Augusta, Maine

Introduction

Since July 1973, MSAD #51 has been operating a Career Education Project identified as Project Guidance in Vocations & Education (GIVE). This project was funded under Exemplary Part "D" funds administered through the Maine State Department of Vocational Education. As of July 1, 1975 Project GIVE was awarded a grant of $32,771.00 to demonstrate Career Education in SAD #51. The Career Education Office, a division of the United States Office of Education, approved eighty projects out of some eight hundred proposals.

Needs

New Educational Direction and Project GIVE developed two separate teacher questionnaires (Appendix C) that have been administered to MSAD #51 in March '74 and again in March '75. As a result of the survey only 40% of the faculty indicated they were doing their share of the total job of career exploration for their students.

Although a significant number of staff have indicated that they are doing their share, more than 40% have indicated they are not. Although 88% of our elementary staff agreed with the statement, "I am aware of the total job required for career exploration for our students," only 30% of the secondary staff agreed with it. As identified in Section IV of the questionnaire and validated in the teacher interview, 63% of the secondary and 67.2% of the elementary staff were able to partially identify career education.

These results indicated two basic areas:

1. There has been a significant growth in understanding, attitude, and practice of career education;
2. There is a need by over 50% of the staff to become more involved before career education will be totally implemented in MSAD #51.

The federal grant will allow us to continue at our current level of operation. As indicated in overview section of the Summary of Responses to Teacher Questionnaires and Interviews prepared by New Educational Directions, "full secondary support appears doubtful during the project's funded life given the current change rate." Additional staff would allow us to increase this rate of change.

Goal

Project GIVE proposes to exemplify a career education model capable of demonstration and application to other districts.

Objectives

1. To assess the current level and quality of career development activities in a district.
2. To develop an administrative workshop that will clarify career education concepts and provide a supportive system for career education.
3. To develop an orientation program of career education for each district interested. (SAD #51 only for '75-'76)
4. To develop a career education workshop that will involve a core group of staff in a district.
5. To provide continuous in-service programs.

6. To develop a curriculum guide for K-12 with suggested activities by providing an additional Career Education consultant.
7. To provide a continuous evaluation system that is process oriented.

Operational Plan

The following is an operational plan to implement career education that has been developed by Project GIVE. It is proposed that these activities be implemented and refined in MSAD #51 for demonstration.

1. Survey all faculty and administrators to determine:

   a. Current career education activity presently being applied
   b. The attitude toward career education concepts and methods
   c. The types of in-service desired
   d. The leaders and innovators within each district

Instruments used include Ohio In-Service Assessment Instrument, developed by Ohio Career Development Program EPDA Project 73031, May 1974; Assessment of Career Development, developed by American College Testing Program; Teacher Survey developed by Project GIVE and New Educational Directions. (Appendix C)

2. Design and coordinate a multi-district administrative workshop to develop support systems for innovators. The workshop will deal with the following:

   a. Identification of resources
   b. The development of human resource directory
   c. Coordination of resource utilization
   d. Overview of service from project
   e. Refinement of PRIME* resource center to handle added career education resources.

3. Coordinate introduction programs for each district recognizing individual needs. This may involve more than one program for each district. The following areas are to be covered:

   a. Introduction to project and service available
   b. Reveiw of theories of vocational development
   c. Overview of concepts of career education
   d. Feedback of survey results, summary data
   e. Outline on next step plans for each district

4. Design and coordinate a K-12 workshop for innovators within a district. This workshop will be offered at the most desirable time as identified by survey to include the following:

   a. A unique experience to stimulate participants by exemplifying the need for career education. (Example - Show a video tape of a play written by seventh grade students about school drop-outs.)**

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* PRIME - a regional resource center serving surrounding communities of Portland, Maine

** A project developed by Mr. Steven Hill's 7th grade English class, Greely Junior High School, Cumberland Center, Maine

b. A successful experience sufficient to motivate participants to become involved in workshop and make commitments (Example - develop and operate a short term business and relate to math, English, industrial arts curriculum).

c. A personal review of participants' career development with emphasis on a reassessment of career goals by use of games, group experience, counseling, testing, etc. (Activities appropriate for public shcool implementation).

d. Skill development of activities experienced in "c" that an individual has identified.

e. Introduction of unit writing. Facilitate a model to develop units of instruction for classroom use utilizing career education concepts.

f. Provide a career education field trip that meets guidelines. (Guidelines developed by Project GIVE Appendix C.) Participants provided with guidelines for future use in classroom.

g. Coordinate next step plans for each participant that will insure consultant service back at the classroom and minimal resources to support activities.

5. Provide for continuous modular in-service programs based on workshop outlined in Activity #3 for those interested staff.

6. Provide a career education consultant ready to assist teachers in the classroom with:

   a. Unit implementation
   b. Field trip planning
   c. Guest speaker planning
   d. Special projects
   e. Curriculum Guide K-12

7. Design and implement a continuous evaluation system for each district.

   a. Assessment of students
   b. Assessment of staff
   c. Assessment of service

With the additional state funds the projects will be better able to meet objective six.

Specifically we will:

1. Have a full time Career Education Specialist with the main responsibility of developing a curriculum guide.
2. Appoint five building representatives as a stipend position to become Career Education staff. (Job description - Appendix D)
3. Publish and disseminate the curriculum guide throughout the state of Maine.
4. Disseminate information and material as they are developed throughout the state of Maine.

5. Conduct research on learner outcome with and without Career Education treatment.

At a cost of $7,500.00. (Appendix A)

Evaluation

Project GIVE has utilized the service of NED for the past two years. The system of evaluation involves site visits once a month with direct contact with staff and students. NED monitors staff records, tabulates evaluation forms, and conducts a yearly survey of staff. Project GIVE intends to continue the use of NED. In addition the Project intends to use the "Assessment of Career Development" developed by American College Testing and published by Houghton Mifflin. A copy of the evaluation plan is attached. (Appendix B)

Appendix A

BUDGET 1975-76

	Federal	State	Local
Personnel			
Project Director	16,000		
Career Ed. Specialist	4,910	4,000	
Secretary	4,250		
Intern	150		
Building Representatives		1,000	
Benefits	1,571		
Travel Dissemination Business Contracts School Visits Conferences	1,500		
Equipment Mimeograph Machine	690		
Supplies Office Supplies Communication phone/postage Curriculum Guide Printing	500	 500 1,000	
Evaluation Consultant New Educational Directions Research and Testing	2,200	 1,000	 1,500
Other Consultants In Service	1,000		
Office Rent Lights			1,600 200
TOTAL	32,771	7,500	3,300

Appendix B

NED NEW EDUCATIONAL DIRECTIONS, INC.
a nonprofit service organization
BOX 307 CRAWFORDSVILLE, INDIANA 47933 (317) 362-8877

Memorandum for: MR. BAGLEY
info cc: NED Staff

Subject: NED's September 4, 1975 Site Visit

Date: September 5, 1975

From: Fred Gannon

I. INTRODUCTION

The primary purpose of this site visit was to identify the evaluation procedures which will be used by Project GIVE during the 1975-76 operational year. Mr. Bagley, Ms. Barnaby, and Mr. Gannon with the assistance of Mr. Dews were able to define the major evaluation activities to be accomplished during the current year.

II. 1975-76 EVALUATION ACTIVITIES

Each of the project's twenty objectives which are included in the Project GIVE funding proposal was reviewed and the primary data sources for assessing those objectives were identified. The major data sources which will be used to assess those objectives are

(1) Project GIVE-NED Teacher Survey Questionnaires (revised 1975-76),
(2) Project GIVE-NED Student Survey Questionnaires (to be developed 1975-76),
(3) Project GIVE Records,
(4) S.A.D. 51 Guidance Department's Records,
(5) S.A.D. 51 Field Trip Records (elementary and secondary), and
(6) S.A.D. 51 Student Records.

During the Project Directors' conference attended by Mr. Bagley in Washington D.C. on August 20-22, 1975, the Office of Career Education (OCE) officials indicated a need for student outcome data to be used with the Congress. In compliance with this request, Project GIVE will attempt to carry out four mini-studies focused on student outcomes during the 1975-76 year at grade levels 3, 6, 9, and 12.

GRADE 3--A control group (one self-contained classroom unit) and an experimental group (one self-contained classroom unit) will be established at the Cumberland Elementary School. Each teacher will have comparable teaching experience and the measured ability level of the students in each group will be controlled on the basis of the SRA Primary Mental Abilities Test administered at grade 2. Each student's K, 1, and 2 placements will be reviewed and summarized to determine the comparability of their previous experiences. Both groups will be administered a standardized reading test and the Career Orientation Battery (COB) in September, 1975, and April, 1976. The experimental group will undergo a series of planned and systematic career-education-related experiences throughout the school year and these experiences will be logged on the Classroom Activities Record (CAR) by the classroom teacher (a copy of the CAR is attached). After the April, 1976, posttest administration of the reading test and the COB, NED will analyze and compare the performance of the experimental and control groups.

GRADE 6--The grade 6 mini-study will use a historic approach to examine the impact of career education activities on student performance involving two sixth grade teachers at the Mabel Wilson Elementary School who have been involved in Project GIVE activities since the 1973-74 academic year. The performance of these teachers' students on standardized achievement tests (SRA Achievement Series) administered in grade 7 will be analyzed for each of the following years:

1972-73 pre-career education activities
1973-74 initial year career education activities
1974-75 second year career education activities
1975-76 third year career education activities

The ability levels of the four groups will be held constant using the results of the SRA Primary Mental Abilities Test administered in each S.A.D. 51 grade 6 classroom each year. Career education treatments for the 1973-75 years will be reconstructed on the basis of the teachers' planning books and teacher interviews by Ms. Barnaby. The 1975-76 career education treatments will be recorded on the CAR. In addition, the COB will be administered to the 1976-76 groups in September, 1975, and April, 1976.

GRADE 9--The grade 9 mini-study to examine the impact of career education activities on student performance will involve two teachers and four to eight classroom units. Each teacher will be responsible for one to two experimental and one to two control groups. Past performance of each of the groups will be determined on the basis of eighth grade GPA. The experimental groups will receive a series of planned career-education-related experiences which the teachers will record on the CAR. The COB will be administered to control and experiemental groups in September, 1975, and April, 1976. Criterion measures for academic performance will be grades earned in the experimental and control groups and the overall GPA for the groups as reported in January, 1976, and June, 1976.

GRADE 12--The grade 12 mini-study will explore the effectiveness of Vocational Exploration Groups (VEG) as a career-education-related-peer-counseling technique. The experimental group will consist of six volunteers from the senior class who will participate in a seventeen week VEG training course. After the VEG course each of the six students will act as the group leader for five seventh grade students participating in the VEG experience. The control group will be six non-participating seniors matched with the experimental group on the following variables:

(a) high school program,
(b) eleventh grade GPA,
(c) sex
(d) courses in which currently enrolled, and
(e) measured aptitude.

Both experimental and control groups will take the COB in September, 1975, and again in April, 1976. The index of academic performance which will be used as a criterion measure will be twelfth grade GPA in January, 1976, and June, 1976.

Appendix C

Summary of Responses to

Teacher Questionnaires and Interviews

I. OVERVIEW AND GENERAL SUMMARY

The percent of the S.A.D. #51 staff that completed a Project GIVE questionnaire or participated in an interview is presented below as Table I. Everyone who is NOT directly involved with the instruction of students, either individually or in a classroom setting, is included in the "noninstructional personnel" groups this year and includes counselors and administrators. The information provided in this report and in the summary tables found in the appendices is based entirely on the responses of the instructional staff.

In an attempt to show changes during the year, responses to the same or similarly phrased items from the March, 1974 questionnaires and interviews are reported along with a reporting of all of this year's responses. Last year's responses are indicated by an asterisk (*) which is placed before a percent or row of percents. The N (total number responding) for March, 1974 is also reported in the same manner. When the item used this year was not utilized last year or the information was not categorized last year as it is reported this year, this is also noted. All responses are reported as a percent of the total number responding.

While an effort was made to interview 100% of the professional staff last year, a random sample of approximately 60% of the instructional personnel was selected this year. This was done because the cost of interviewing 100% of the faculty this year was prohibitive within the constraints of the project budget. Because of illness, no longer with school system, or scheduling problems, two elementary and four secondary teachers selected for the random sample were unavailable for an interview.

In general, the data obtained from both sources, questionnaires and interviews, tend to support each other. There are, of course, variations which are attributable at least in part to the fact that while the participants in each group are overlapping, they are not identical. In addition, it is possible that variations could also be attributable to sampling error. Another source of variation could possibly be that an item on the questionnaire could be misinterpreted, but misinterpretation tends to occur less frequently when interviews are used as a source of data.

As was found last year, the elementary teachers as a group appear to be more positive toward career education and toward the project than is true for their secondary counterparts. The elementary teachers do appear to be making progress over last year and look as if they are approaching unanimous support for career education as a concept and for the project's services. While there is some movement at the secondary level in this direction, this group is far from unanimous in its support of career education and the project's efforts. At this point-in-time, full secondary support appears doubtful during the project's funded life given the current change rate.

In practice, there apparently is a substantial amount of career-education-related activity going on in classrooms at all grade levels. Frequently, however, many activities are not labeled by the teachers as "career education." This could be in part attributable to the fact that many of the teachers do not recognize the totality of career education as a concept. Another possibility for this circumstance, of course, is that as teachers become more positive toward career education and see how it can be incorporated into their regular curriculum, they tend not to view activities as separate career education activities, but as an integrated part of regular instruction. Therefore, determining the amount of emphasis placed on specific activities becomes increasingly difficult to do with any degree of accuracy.

Basically, career education is a "process to take a student from where he is through success experiences to where he should be going." (Roy Bagley) It is to help prepare a student for life recognizing that half of his adult life will be spent at work. Many teachers already do this, at least in part, but now the concept is receiving much more emphasis and direction. In fact, many teachers mentioned during the interviews that they did indeed do some career-education-type activities prior to the project. Ideally, career education starts in the elementary school with fostering an awareness of the world of work, self-recognition, goal setting, developing decision-making skills, and establishing positive school attitudes. Exploration starts at the junior high school level looking more specifically into career areas of personal interest. At the senior high school level, exploration continues and training commences in a specific area chosen by the student when appropriate. The attempt is NOT to channel a student early into a specific career as some teachers erroneously perceive its purpose, but to afford students the opportunity to see what is available and to investigate specific interests. At all grade levels, making what the students learn in class relevant to the outside world is very important. While many teachers did indicate that this was important to try to do, they also admitted very little is being done in this area. As can be seen, career education incorporates more than merely discussing jobs and can fit into all subject areas at all grade levels without disrupting, but rather enhancing, "regular" instruction and such appears to be happening with increasing frequency in the classrooms of S.A.D. #51.

April, 1975

Appendix D

Job Description

Career Education Building Representatives

Purpose:

To have a greater outreach to all teachers and facilitate the use of Career Education Services.

Specific Responsibilities:

To attend monthly Career Ed. staff meetings in order to:

1. Become fully aware of all on-going services and procedures for implementing these services.

2. To become aware of and disseminate new information and other Career Ed. Materials.

3. To serve as an in-house resource person as an extension of the Career Education staff for the teachers in each building.

Introduction

Maine School Administrative District (MSAD) is responding to the challange of the United States Congress and the United States Office of Education with a proposal for a demonstration project in Career Education.

Since July 1973, MSAD #51 has been operating a Career Education Project identified as Project Guidance In Vocations & Education (GIVE). This project is funded under Exemplary Part "D" funds administered through the Maine State Department of Vocational Education. At the present time funds are not available for the third year.

The project has been directed by Roy Bagley, Vita attached. (Appendix A). The Director, a half-time Vocational Coordinator and a full-time secretary make up the total staff.

Overview

Project GIVE has six basic goals:

1. To increase career awareness and develop an attitude of career direction among students.
2. To provide the opportunity to develop a process of decision making which enables students to make career choices.
3. To develop job entry level skills or academic readiness for further education in our graduating seniors.
4. To expand the school to include college, community life, business world, and outside resources for learning experiences.
5. To increase teacher knowledge and awareness of career alternatives related to academic disciplines.
6. To increase use of career education concepts in the Curriculum K-12.

The project has 21 specific objectives that it has addressed itself to this second operational year. A copy of the objectives are contained in our present proposal included in Appendix D. Since final evaluation of this year is not complete a copy of last years report is also included in Appendix B.

Project GIVE has been identified as a successful project by the Maine State Department Evaluation Team as reported January 1975 and New Educational Directions (NED) the Third-party Evaluator for the project as reported "summary report" May '75, both included in Appendix B.

Project GIVE has developed an operational model for Career Education that supports the basic concept that the only effective approach to learning is individualized programs. Every child that attends public school has the right to develop skills that will enable him/her to become a satisfied contributing member of society.

From the formation of a set of values to the decisions that select appropriate life style each child needs successful experiences broad and informative enough that only individual recognition of each child will result in success of the goals.

In developing a model that deals with teachers on a one to one basis starting with the innovators of the district Project GIVE has modeled and incouraged individual learning for students.

Project GIVE has conducted a survey during December of 1974 of four local school districts in Southern Maine. These four districts have shared regional programs in Vocational Education, environmental education project and a resource center. MSAD #15, Yarmouth Freeport, and Falmouth have all indicated an interest in regionalization of career education.

Needs

New Educational Direction and Project GIVE developed two separate teacher questionaires (Appendix C) that have been administered to MSAD #51 in March '74 and again in March '75. As a result of the survey only 40% of the faculty indicated they were doing their share of the total job of career exploration for their students.

Although a significant number of staff have indicated doing their share, more than 40% have indicated they are not. Although 85% of our elementary staff agreed with the statement "I am aware of the total job required for career exploration for our students", only 30% of the secondary staff agreed with this statement. As identified in Section IV of the questionnaire and valadated in the teacher interview, 63% of the secondary and 67.2% of the elementary staff were able to particially identify career education.

Although the final report is not completed the results indicate two basic areas:

1. There has been a significant growth in understanding, attitude, and practice of career education.
2. There is a need by over 50% of the staff to become more involved before career education will be totally implemented in MSAD #51.

As indicated by initial discussions with other districts, there is interest to utilize a successful model of career education by identified districts and these districts do not have a career education program.

Goal Statement

Project GIVE proposes to examplify a career education model capable of demonstration and application to other districts.

Objectives

1. To access the current level and quality of career development activities in a district.
2. To develop an administrative workshop that will clarify career education concepts and provide a supportive system for career education.
3. To develop an orientation program to career education for each district interested.
4. To develop a career education workshop that will involve a core group of staff in a district.

5. To provide continuous in-service programs.
6. To develop a curriculum guide of K-12 with suggested activities.
7. To provide a continuous evaluation system that is process oriented.
8 To develop a curriculum guide.
9. To acquire a commitment of other districts for their support of career education and Project GIVE.

Operational Plan

The following is an operational plan to implement career education that has been developed by Project GIVE. It is proposed that these activities be implemented and refined in MSAD #51 for demonstration to other interested districts identifies.

1. Survey all faculty and administrators to determine:

   a. Current career education acticity presently being applied
   b. The attitude toward career education concepts and methods
   c. The types of in-service desired
   d. The leaders and innovators within each district

Instruments used include Ohio In-Service Assessment Instrument developed by Ohio Career Development Program EPDA Project 73031, May 1974, Assessment of Career Development developed by American College Testing Program, Teacher Survey developed by Project GIVE and New Educational Directions. (Appendix C)

2. Design and coordinate a multi-district administrative workshop to develop support systems for innovators. The workshop will deal with the following:

   a. Identification of resources
   b. The development of human resource directory
   c. Coordination of resource utilization
   d. Overview of service from project
   e. Refinement of PRIME* resource center to handle added career education resources.

3. Coordinate introduction programs for each district recognizing individual needs. This may involve more than one program for each district. The following areas to be covered:

   a. Introduction to project and service available
   b. Review of theories of vocational development
   c. Overview of concepts of career education
   d. Feedback of survey results, summary data
   e. Outline on next step plans for each district

4. Design and coordinate a K-12 workshop for innovators within a district. This workshop to be offered at the most desirable time as identified by survey to include the following

   a. A unique experience to stimulate particpants by exemplifing the need for career education. (Example- shadow a video tape of a play written by seventh grade students about school drop-outs.)**

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* PRIME - a regional resource center serving surrounding communities of Portland, Maine

** A project developed by Mr. Steven Hill's 7th grade English class, Greely Junior High School, Cumberland Center, Maine

b. A successful experience sufficient to motivate participants to become involved in workshop and make commitments, (Example- develop and operate a short term business and relate to math, english, industrial arts curriculum.)
c. A personal review of participants career development with emphasis on a reassessment of career goals by use of games, group experience, counseling, testing, etc. (Activities appropriate for public school implementation.)
d. Skill development of activities experienced in "c" that an individual has identified.
e. Introduction of unit writing. Facilitate a model to develop units of instruction for classroom use utilizing career education concepts.
f. Provide a career education field trip that meets guidelines. (Guidelines developed by Project GIVE Appendix C.) Participants provided with guidelines for future use in classroom.
g. Coordinate next step plans for each participant that will insure consultant service back at the classroom and minimal resources to support activities.

5. Provide for continuous modular in-service programs based on workshop outlined in Activity #3 for those interested staff.

6. Provide a career education consultant ready to assist teacher in the classroom.

   a. With unit implementation
   b. Field trip planning
   c. Guest speaker planning
   d. Special projects

7. Design and implement a continuous evaluation system for each district.

   a. Assessment of students
   b. Assessment of staff
   c. Assessment of service

8. Form a committee of identified leaders from each district to formulate a systematic program of career development K-12.

Project GIVE is currently operating in MSAD #51 and meeting the above objectives 1 through 7. The project is providing the followdng services:

1. Consulting service
2. Resource identification
3. Field trip coordination
4. Shadow coordination
5. Guest speaker coordination
6. In-service programs

It is proposed that Project GIVE continue and refine the delivery system of these services during 1975-76. In addition it is proposed that Project GIVE address itself to Objective VIII with a completion date of June '76 for a curriculum guide. Objective IX should be finalized by May 1976. The project plans to continue to meet the following behavioral objectives.

PERFORMANCE OBJECTIVES AND ACTIVITIES BY GRADE LEVEL

Level	Objectives	Activity
K-5	1. Each student will participate in a minimum of two career oriented field trips per year.	1. Field trips will be coordinated by the Career Education Office.
K-5	2. Each student will experience a minimum of five career speakers per year related to classroom experiences	2. Speakers will be coordinated by the Career Education Office.
K-5	3. Twenty (20) percent of teachers (K-5) will initiate discussions of career as they arise in subject matter materials as evidenced by Administrative observation each year.	3. Teachers will plan discussions on careers.
K-5	4. Twenty (20) percent of teachers will develop instructional units which relate academic classroom activity to careers.	4. Teachers will develop units at in-service workshops as well as their planning time.
6-8	5. Each pupil will explore different "career clusters" each year.	5. Participants, teachers, will schedule reports as a part of class work.
6-8	6. All pupils will be participating in job visits each year. (Grade 6 1 job visit) (Grade 7-8 2 job visits)	6. Job visits will be coordinated by the Career Education Office.
6-8	7. Each pupil will report on a "career" of his choice at 8th grade level.	7. Reports will be scheduled in academic classes and in guidance groups.

Career field trips and speakers are any that include the following areas:

1. The dignity of all work
2. The inter-relationship of occupations
3. Factors of skill, preparation, personality involved, etc.
4. Student examination of himself in relation to the skills, educational preparation, personality factors required by the work, satisfies interest and skills.

By the end of Grade 9 all students will:

9	8. Explore four different career clusters.	8. Staff will require one "career cluster" report per year.

9	9. Participate in two job visits.	9. The guidance office in conjunction with the Career Education Director will schedule each student to visit in groups or singularly two job sites per year.
9	10. Report on a "specific career" of his interest.	10. Staff, in conjunction with Project personnel will require each student each year to develop a major report on a career of his choice.
9	11. Particapate in activities that encourage and improve decision-making related to career choices.	11. Each student will participate in individual and/or group activities which encourage and improve decision making activities will include simulation career games and counseling.
9	12. Seventy-five (75) percent of students will be able to identify at least three (3) career resources available either in or out of school as determined by the "guidance awareness survey sheet".	12. Group guidance sessions will identify career resources available in the school, community, and business world.
9	13. Twenty (20) percent of the faculty will develop and use units related to their academic instruction that infuse career education concepts.	13. There will be in-service training sessions during the year related to development of units and the infusion of career education concepts.
9-10	14. All students will visit institutions that have career directed learning objectives.	14. All students by the end of their sophomore year will have visited the Portland Regional Vocational High School - industrial training sites or institutions of their choice.
9-12	15. All faculty will be regularly updated on career interest changes among students through the semester registration process.	15. During the student registration process students will identify the career of their choice and this information will be relayed to the student's teacher on a regular basis. The teachers will then be expected to relate their classroom work (when and where appropriate) to the student's stated interests and counsel those with common interests to their own.

9-12	16. Sixty (60) percent of all graduates will be able to identify at least three job counseling or placement service through the Maine Employment Security Commission	16. Representatives of the Maine Employment Security Commission will be invited to discuss in group guidance sessions at the school the activities and service of the Commission, especially these related to job counseling and placement.
9-12	17. Sixty (60) percent of senior parents will have had group guidance experience which considers "work in their child's life".	17. During their youngster's junior year in high school all parents will be invited to participate in an evening group guidance activity directed at "work in their child's life".
9-12	18. Twenty-five (25) percent of seniors will have had a "shadow" experience with an employee on-the-job before they graduate.	18. As each student identifies a serious career interest, an attempt will be made to place him in direct contact with an employee on-the-job in a "shadow" type experience This experience will require the student to complete a "Job Description Questionnaire on the job he visited.
9-12	19. All career-directed learning of students will be cooperatively developed, coordinated and evaluated by the Career Education Director together with participating faculty.	19. The Guidance Department with the Career Education Director will meet weekly to coordinate the efforts of all preparation programs. The Guidance Department will be responsible for organizing and implementing counseling for all students. Project staff and Guidance Department will conduct follow-up studies on all graduates.
9-12	20. A student placement service will be established as a part of the Guidance Program.	20. The Career Education Office will become the placement office for Greely High School. The Career Education Director will make this service known to the working community and solict their participation in this effort. The Project staff and the guidance personnel will coordinate and develop the placement activity. Each graduating student will know of this service and be encourged to use it as a part of his school's effort to aid him in job placement.

Time Schedule	Time elapsed from Sept. in months	
Objective I		
Administer Ohio In-Service Assessment Instrument	12	13
Administer Assessment of Career Development	12	13
Teacher Survey	13	14
Objective II		
Develop workshop	13	14
Overview of service	13	14
Identify resources	13	14
Objective III		
Introduce project service to staff	14	15
Review of theories	14	15
Overview of concepts	14	15
Feedback of survey	14	15
Outline of next step	14	15
Objective IV		
A stimulating experience	15	16
A successful experience	15	16
A personal review	15	16
Skill development	16	17
Unit writing	16	17
Field trip	16	17
Next step plans	16	17
Objective V		
In-service programs	14 monthly	
Objective VI		
Consultant to other districts	12 for duration	
Objective VII		
Evaluation system	12 continuous	
Objective VIII		
Form committee	24	25
Develop systematic program	25	33
Objective IX		
Commitment from other district school boards	8	9

Evaluation

Project GIVE has utilized the service of NED for the past two years. The system of evaluation involves site visits once a month with direct contact with staff and students. NED monitors staff records, tabulates evaluation forms, and conducts a yearly survey of staff. Project GIVE intends to continue the use of NED. In addition the Project intends to use the "Assessment of Career Development" developed by American College Testing and published by Houghton Mufflin.

Project GIVE: Guidance in Vocation and Education
SAD #51 Cumberland Center, Maine 04021

Project Director: Roy Bagley
Career Education Office
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Grant Award from
Career Ed. Program
for 75-76
$32,771

Participating Institutions: M.S.A.D. #51 1975-76
M.S.A.D. #15 1976-77
Yarmouth School Department 1976-77
Freeport School Department 1976-77
Falmouth School Department 1976-77

Major Objectives:

1. To increase teacher knowledge and awareness of Career alternatives related to academic disciplines.
2. To increase use of career education concepts in the curriculum K-12.
3. To demonstrate a career education model to participating institutions.

Project Activities:

During the early fall the project will conduct an inservice orientation program. The project will conduct monthly inservice programs introducing various Career Education programs and concepts, to include: Self incorperated grades 7-8; Field trip planning K-12; Woodworking 4-6; Bread and Butterflies 4-6; Magic Circle K-3; Focus on Self development K-6; Shadow 9-12; English and Career Ed. 7-12; Science and Career Ed. 7-12; Math and Career Ed. 7-12; Social Studies and Career Ed. 7-12; V.T.R. use in the Classroom K-12. The project will begin working on a Career Education guide in September. SAD #51 staff will advise project staff about the contents of the guide. Each grade level will meet and discuss goals. This will continue through out the year with the guide completed by June 1, 1976.

The project will expand the resource list available to SAD #51 staff and coordinate field experience and guest speakers for participating staff. The project will keep staff aware of available resources through the weekly career gram.

During the month of March the project staff will meet with area school districts to outline Project GIVE service. Plans will be made for 1976-77 school year.

Evaluation:

A teacher survey was prepared by New Educational Directions, Crawfordsville, Indiana and Project GIVE staff. This survey was given to SAD #51 staff in March 1974 and again in March or 1975. This survey will be given to staff in March of 1976. The survey will be statistically

compared to the other years to determine significant change. New Educational Directions will do the evaluation.

Objective 1. Section (1) of the survey has seven items that assess related activities of the extent to which the school is providing career education related activities and their attitudes toward those activities. Section (3) of the survey has nine items that assess the teachers informational background for career education and their [illegible] toward career education concepts.

Objective 2. Section (2) of the survey has fifteen items and is a self reporting of the extent to which teachers in their instruction emphasize activities and concepts which are generally acknowledged as related to or are facets of career education concepts.

Objective 3. A record of meetings as well ar results will be maintained by project staff. The Career Education plans for each school district involved will be part of the final report.

Communication:

All materials developed will be available to anyone for the cost of printing and postage. All past reports as well as current reports are available. Field trip guidelines and shadow guidelines are presently available. The curriculum guide will be available in July 1976.

All school districts directly involved with the project will receive a copy of all materials free of charge. A summary of the final report will be sent free of charge to the eighty projects funded this year through the USOE and to each state coordinator by August 1976. The summary will be available to anyone for the cost of printing and postage.

Demographic Information:

Levels/Groups Served: K-12 Students, parents, teachers
Type of Area Served: Rural
Number of persons Served:

	Staff	Students
K-6	45	1,000
7-8	19	380
9-12	35	560

Minority Group served: We do not have this data.
Income Distribution:

Based on 1969 income	Cumberland	N.Y.
Under $5,000	10%	18%
$5,000 - 9,999	37%	44%
$10,000 - 14,999	31%	19%
$15,000 - 24,999	17%	18%
$25,000 or more	5%	1%

Special Populations: Handicapped 17 % (All types)
Gifted and Talented 2 % (Estimate)

APPENDIX D

Developed By: Project GIVE

QUESTIONNAIRE

1. Do YOU understand the concepts of Career Education? _____ Yes _____ No
   (Please complete reading the cover letter before going on.)
2. Name _____ 3. Grade Level _____
4. Subject Area _____ 5. Years of Teaching _____
6. Are you interested in learning more about the concepts of Career Education?
   _____ YES _____ NO
7. Would you be interested in participating in the following In-Service programs sponsored by Project GIVE?
   Check YES, NO, or (NN) NOT NECESSARY (Because you have adequate experience in this area.)

   YES NO NN

   A. Introduction and Orientation to the concepts of Career Education including:
      1) Introduction to project and service available.
      2) Review of theories of vocational development.
      3) Overview of concepts of Career Education.
      4) Feedback of Survey results, summary data.
      5) Outline on next step plans for each district.

   B. Modeled Teaching Unit. An academic teacher will involve participants in a Model Unit used in his classroom.

   C. Examining a corporate business structure. Participants would be involved in an activity that would develop a corporation and produce a product. This activity would be adaptable to classroom use.

   D. Introduction to Unit writing. Participants will be introduced to a model to develop units of instruction for classroom use utilizing Career Education concepts.

   E. Career Ed. field trip. Using Project GIVE Field Trip Guidelines, participants would set-up and participate in a Career Ed. field trip.

   F. Experience the process of your own Career Development. A personal review of participants' career development with emphasis on a reassessment of Career goals by use of games, group experience, counseling, testing, etc.

   G. Video Tape Recording. Participants would become fully acquainted with VTR through learning-by-doing activities.

   H. Human Development Program. Experiencing and practicing skills necessary for leading "Magic Circles".

8. I have implemented Career Education in my classroom:
   A) _____ To a great extent B) _____ Moderately C) _____ Not at all
   If you checked A or B, please comment as to what ways you bring Career Education into your classroom. _____

_____

_____

APPENDIX E

Job Description

Career Education Building Representatives

Purpose:

To have a greater outreach to all teachers and facilitate the use of Career Education Philosophy in SAD #51.

Specific Responsibilities;

To attend monthly Career Education staff meetings in order to:

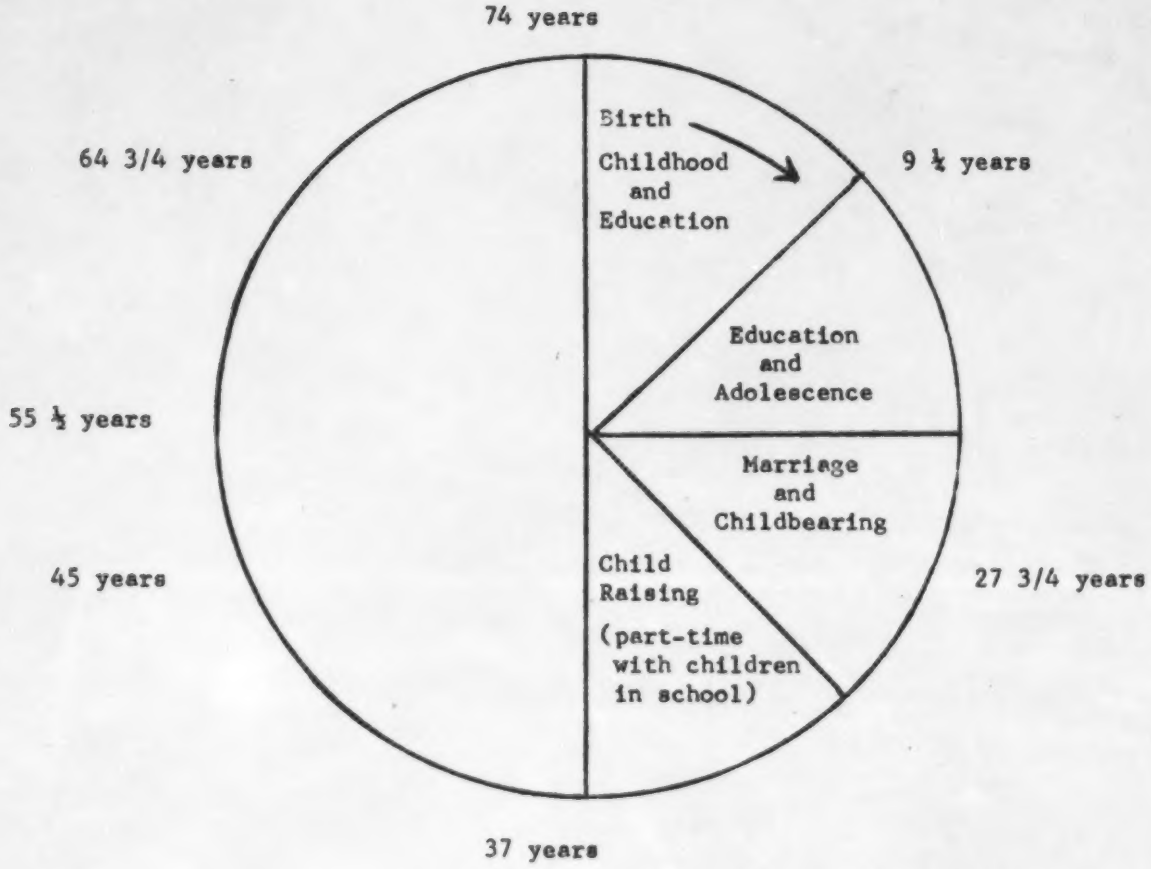
1. Become fully aware of all on-going services and procedures for implementing these services.

2. To become aware of and disseminate new information and other Career Education Materials.

3. To serve as an in-house resource person as an extension of the Career Education staff for the teachers in each building.

California Advisory Commission on the Status of Women

A WOMAN'S LIFE



The blank half could be filled in with 'vegetation,' employment, political activity, community work, church or club work, etc., but should it not be filled with productivity and the utilization of talents, abilities and interests? Do people stagnate if they don't continue to grow? What happens to a woman who hasn't worked in 20 years if she is suddenly widowed or divorced at age 43? Shouldn't full-time homemaker's child-raising years be devoted part-time to continued education and preparation for the last half of her life?

Appendix G

Views of a Career Education Building Representative

The primary job of a Career Education Building Representative as I see it is to bridge the gap between the staff of the Career Education Office and the faculty of a particular school, in my case Greely Junior High. This task is a difficult one for many reasons. There will probably never be any consensus among educators as to what is important in any educational curriculum. Certainly, not all people feel that Career Education is important. Other respected teachers may doubt the value of Sex Education, Dental Care, Values Clarification, or even Music and Art. There is no doubt that the proliferation of "additional" programs in education has turned many teachers off. The building representative must try to turn them on to Career Education.

Each person has his/her own view of Career Education. These range all the way from the teacher who sees the program as a valuable one for students and will make a conscious effort to integrate it into a curriculum, to the teacher who is totally hostile to the idea and wants nothing to do with it. Most people fall somwhere between these two extremes. It is between these two extremes that the building representative must operate.

Now that the Career Education program is in its third year many attitudes have been formed. The person with a negative or hostile attitude may as well be avoided until he can be shown by observing other teachers that Career Education will work. The negative teacher will not be reached by more whokshops, meetings, and discussion groups. What has turned this teacher off? Probably a variety of things which may include conflicting personalities, difference in philosophy, differing priorities, and resistance to change. Whatever the reasons it must

be recognized that not 100% of the eachers will want to participate in any program. Time should be spent on those who want, or might want, to get involved.

To involve a classroom teacher in a new program is a complex task with many factors to be considered. What can the program offer?, what does the teacher want?, what can the program do?, what does the teacher do?, from what philisopical base does the program come?, what is the teacher philosophy? Once these questions have been resolved and a segment of teachers have determined a desire to get involved in this undertaking the responsibility of the Career Education Staff is to show them how to do it.

To help in implementing this knowledge Building Representatives were appointed. The thinking was that with a representative in each building a communications link will be established between faculty and the Career Education Department. This has had favorable results and teachers are usually willing to work with other teachers on new ideas. However, ideas and discussion are one thing and service and follow-up another.

As more and more people get new career orientation ideas the responsibilities of the teacher, building representatives, and Career Education staff increase. It takes time to develop and install new concepts and activities in a curriculum, but the more time that passes between an idea and its being put into practice, the more interest is lost. To see that interest is not lost the staff of the Career Education Office must organize itself to communicate directly with either the building representative or teacher at least once a week. Without this communication, interest will quickly be lost. The teachers must feel that someone is out there working for them on their new venture. This is extremely important, because if something new is tried without success, or at the

very least some feeling of honest effort, a teacher may have been lost to the program.

Career Education can be a valuable program for students and teachers alike. However, it takes cooperation, concern, and hard work in becoming involved in an over all program. This cannot be done by any one group, as it takes trust and confidence by all involved to make anything happen. The role of the Building Representative is to try and make it happen.

Steve Hill